

# UBEA

*Business Education*

# *Forum*

JANUARY, 1953  
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UNITED BUSINESS EDUCATION ASSOCIATION

*In This Issue*

## TEACHING AIDS

- ALLEN
- CRUM
- ETTINGER
- HARRIS
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- WILSON

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## Contents

### EDITORIAL:

- Projecting Visual Aids—*Lewis R. Toll* ..... 4

### THE FORUM:

- An Overview of Visual Aid Projections—*W. Harmon Wilson* ..... 7
- The Overhead Projector in Business Education—*Fred E. Winger* ..... 9
- Using the Opaque Projector in Business Education—*Brother Philip Harris, O.S.F.* ..... 12
- Filmstrips in Business Education—*Clifford Ettinger* ..... 14
- The Motion Picture in Business Education—*Mabel Z. Allen* ..... 16
- Bibliography of Film and Filmstrip Sources for Business Education—*Dwight R. Crum* ..... 19

### UNITED SERVICES:

- Ranking and Grading the Shorthand Class—*Edith H. Huggard* ..... 25
- Reference Books—A Primary Need for the Modern Typewriting Classroom—*Sister M. Alexis Wagner, O.P.* ..... 26
- Teaching Flexibility in Account Titles—*London A. Sanders* ..... 27
- How Shall We Evaluate the Basic Business Pupil?—*Gladys Bahr* ..... 28
- Sources of Training Materials for the Distributive Occupations—*Viola L. Thomas* ..... 29
- Business Executives Meet Prospective Employees—*Inez Ahlering* ..... 31



The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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# Message From The President of The Research Foundation of UBEA

## YOUR RESEARCH FOUNDATION IN ACTION

"Research in Business Education" is a subject which appears to be a growing topic of conversation among business educators. However, it is not a new topic. Over the years discussions and literature on the subject seem to have centered about such problems as these: "What are the areas in which research is needed?" "What is valid research?" "Is informal classroom research of value?" "How may research studies be improved?" "Are doctors' and masters' theses truly research?" "Should the thesis be required for an advanced degree?" "Is it possible for several research workers, graduate students and independent workers, to work cooperatively on larger problems of national import?" "What funds are available to finance research studies?" "How may research findings be evaluated?" "What is the best means of reporting research findings?" These are some of the problems which are the concern of research workers and of directors of research.

The Research Foundation of the United Business Education Association is likewise concerned about these problems, and is endeavoring to aid research workers and directors of research in solving them. The efforts of the Research Foundation of the United Business Education Association are being directed through a well-coordinated group of committees and subcommittees.

*The National Research Committee.* The National Research Committee is composed of five district committees—Eastern, Southern, Central, Mountain-Plains, and Western—and of state research committees, each with its own chairman. This committee is now in the process of reorganization. One of the major functions of the National Research Committee is that of exploring areas in which research in business education is urgently needed. Clyde Blanchard, University of Tulsa, vice president of the Research Foundation, is directing the work of this committee.

*Committee on Coordination and Integration of Research in Business Education.* The United Business Education Association, the National Association of Business Teacher-Training Institutions, and Delta Pi Epsilon each has one or more research committees. It is logical that these three organizations combine research efforts in order to avoid duplication of effort, in order to outline areas of needed research, as well as to stimulate research efforts, or even to initiate research where feasible. The committee is composed of six members—two from each of the three cooperating organizations. Lloyd Douglas, Iowa State Teachers College, is chairman of this committee. Delta Pi Epsilon, under the leadership of Herbert Tonne, New York University, is preparing abstracts of research studies. John M. Trytten, University of Michigan, is chairman of a committee which is preparing a bulletin of needed research in business education, using the services of the National Research Committee and other agencies. Dorothy Veon, Pennsylvania State College, and Fred Archer, St. Cloud State Teachers College, are making plans for the reporting of research findings in various subject areas for the benefit of the classroom teacher. This committee met for the first time in Columbus, Ohio, on November 1 and 2, 1952, and at the conclusion of its session came out with definite plans of action in the areas mentioned above, and others.

(Continued on next page)

Research President's Message (Continued)

*Committee on Cooperation with Agencies Interested in Economic Education.* This committee, under the leadership of M. Herbert Freeman, New Jersey State Teachers College, was formerly titled the *Committee on Cooperation with the Joint Council on Economic Education*. The scope of this committee has been broadened to include other agencies interested in economic education. Past efforts have been in the nature of encouraging business educators to participate in the workshops of the Joint Council on Economic Education. A tentative "Guidebook for Teaching Economic Understanding Through the Basic Business Subjects" was prepared in the Riverdale, New York University, workshop in the summer of 1952—to be made available through the Joint Council on Economic Education. Further cooperative efforts are being effected with a newly created *Commission on Economics in Teacher Education*. Hamden L. Forkner, of Teachers College, Columbia University, and Paul S. Lomax of New York University are the business education representatives on this commission. Dr. Forkner is also a member of the executive committee of the commission.

*Committee on Work-Experience Study.* A study of "Work Experience Programs in Secondary Schools" was recently completed by this committee under the leadership of Jessie Graham, Los Angeles Public Schools. The study has been published as a monograph. Viola DuFrain, Southern Illinois University, is editor of the research issue of *The National Business Education Quarterly*.

*Committee on Tests and Standards.* Paul S. Lomax, New York University, is chairman of the UBEA-NOMA Joint Committee on Tests. The committee is made up of six persons—three representing education and three representing business. The committee prepares production tests designed to measure important kinds of business competency. These tests have been checked recently by the Psychological Corporation; the content validity of the most of the tests appears to be very good. At the present time there are two correction centers: one at Dedham, Massachusetts, under the supervision of Harold Cowan; the other at Macomb, Illinois, under the direction of Robert Ferguson. Plans are under way to establish a third center. Fifteen years of experience are behind the preparation of these tests. These tests should be used to measure the competency of graduating students—high school and teacher training institutions—as well as in tests and measurements classes. The program warrants the support of every business educator.

*Committee on Student Typewriting Tests.* For the past several years, this committee has been directing the preparation of the UBEA Student Typewriting Tests. These tests are of the production type. At the present time the committee, under the leadership of Irol Whitmore Balsley, Lexington, Virginia, is developing norms for the various tests included in this series. If called upon to administer these tests in your school, your cooperation is requested.

Thus has been outlined briefly the work of the Research Foundation. Only such projects which are well under way or which have been completed have been mentioned. There is no thought that the Research Foundation of the United Business Education Association will immediately or ever solve all problems mentioned in the first paragraph; but the various committees, along with other agencies, are at work in an effort to contribute to their solution.

H. G. Enterline, President  
UBEA Research Foundation

## Projecting Visual Aids

The most direct visual aids in business education are, for the most part, the actual operations and materials used in business. These aids may be viewed first hand by means of field trips, classroom demonstrations, or the distribution of materials for individual inspection by the students.

Field trips are necessarily limited in scope and frequency. More frequently it is possible to project business operations onto a screen in front of the classroom. And the projection of the process may often be viewed more easily and effectively than the actual performance of the operation. This is because the projection can be seen at the time the students and teacher are ready, and because all of the students are in a position to observe the details presented. The two projectors used most frequently to show processes are the motion picture and the slide projector. Many specific uses of these projectors are described in this issue.

In learning about the materials of business (including printed forms) projected images are also effective. For example, actual forms collected from local business firms or the illustrations of similar forms in textbooks or workbooks should be observed directly by individual class members. But the projected image of a form affords the most businesslike means for the teacher to point to its structural parts or to show how to fill in the blanks. The opaque projector and the overhead projector, both described in this issue, may be used extensively in the teaching of business forms. Other uses of these projectors are also presented.

There is, of course, more to business education than learning of forms and processes. However, the pictures or images of concrete objects and specific techniques are of tremendous aid in teaching related concepts of a more abstract nature pertaining to planning, supervising, or evaluating business.

The types of projectors described in this issue are being improved each year and additional ways to use them are being discovered. Resourceful business teachers are taking three forward steps in the use of projected visual aids. The first is to encourage administrators to purchase the equipment and to prepare the classrooms for its use. The second is to recognize that teachers must go through a learning period in the use of a new projector before the desired results are obtained. The third step taken by these pioneer teachers is to inform the manufacturers of the specific needs for improvement of their equipment.

LEWIS R. TOLL, Issue Editor



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# THE Forum

## An Overview of Visual Aid Projections

By W. HARMON WILSON

South-Western Publishing Company  
Cincinnati, Ohio

*Mechanical devices are only a part of the total possibilities in visual education.*

While the discussions in the series of articles in this issue deal mainly with motion picture projections, overhead projections, opaque projections, and filmstrip projections, it would be a mistake to fail to remind every reader that these new mechanical devices are only a part of the total possibilities in visual education. We must continue to honor and respect the older types of visual aids that are still as good today as they ever were and which can never be replaced completely by mechanical projections. These older and well-known types of visual aids include the blackboard, the bulletin board, textbook illustrations, charts and maps, models and specimens, posters and clippings, and field trips. Furthermore, we should not overlook the more recent values of television, although as yet television has not been extensively adapted to education.

Teachers who fail to take advantage of the older types of visual aids are missing great opportunities in their teaching. These visual aids are flexible in their use and generally inexpensive.

In considering projection equipment, teachers should not overlook the tachistoscope, which is simply an attachment that can be placed on certain types of slide projectors, overhead projectors, or slide-film projectors. It is a timed-exposure lens that is a mechanical improvement on the old flash-card system. It is extensively used in remedial reading and is widely used by the Army and Navy for certain kinds of recognition learning. It has definite values in teaching typewriting and has even greater values in teaching transcription.

Here are a few suggestions leading to the effective use of visual aids. These suggestions are in brief form without any embellishments.

### Selection of Audio-Visual Aids

1. Audio-visual aids are most effective when the material is closely correlated with the course of study.
2. Audio-visual aid material should be accurate in content and acceptable in quality of production.
3. No one type of audio-visual aid should be used to the exclusion of others. The needs of the class should determine the type to be used.
4. Audio-visual aids should be previewed by the teacher to determine if and how they can be used in the classroom.
5. The age and experience of the students should be considered when selecting an audio-visual aid.
6. Organized units of audio-visual aid materials are desirable.

Lesson plans should be prepared before presenting the visual aid materials.

7. Continuous evaluation of audio-visual aids by those who use them is desirable.

### Preparation of Class

1. A lesson using audio-visual aids should be handled in the same manner that any good lesson is handled.
2. It is not enough merely to expose the students to audio-visual aid materials.
3. Students should know the points of information to look for in the audio-visual aid.
4. It is desirable to give a pretest on the essential points to be covered by the audio-visual aid.
5. Audio-visual aid materials and equipment should be available when the teacher needs them.
6. If possible, the regular classroom should be used. Room temperature, ventilation, seating arrangement, acoustics, lighting, and electric outlets should be checked.
7. Students should be seated so that all have a clear view of the audio-visual aid material.
8. Activities to follow the presentation of the audio-visual aid materials is desirable. Students should be held responsible for materials presented.
9. An in-service-training program for the improvement of audio-visual aid instruction should be encouraged.

### Presentation of Aids

1. If the audio-visual aid is used as an *introduction* to a topic, it is generally a good policy to show all the materials before having any discussion.
2. If the audio-visual aid is used *concurrently* with the daily lesson, present only the phases related to the lesson. It may be desirable to stop at certain points in the presentation to permit instructor or student commentary.
3. If the audio-visual aid is used as a *review*, allow time for questions and discussions during the presentation.

### Follow-up Methods

1. Discuss the essential points covered by the audio-visual aid.
2. Clarify any misunderstandings that may result from the presentation.
3. A summary by the instructor and the pupils is desirable.
4. Administer a test on the essential points.
5. It may be desirable to present the same materials twice on the same day or on a later date for review and drill.

### Equipment and Materials

1. Audio-visual aid materials and equipment should be protected and preserved.
2. The teacher should have access to at least one of the leading magazines in the field of audio-visual aid education.
3. A reference library for audio-visual aid materials, equipment, and literature is desirable.

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*"There is no single type of equipment that has all the advantages."*

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ment, books, magazines, and catalogs in the field of business education should be available.

4. Provision for the purchase of equipment and materials should be included in the school budget.
5. The State Department of Public Instruction and the state colleges and universities have information about audio-visual aid materials and equipment.

Let us now analyze some of the advantages and disadvantages of the four major types of projectors.

Surveys in schools indicate that there are more slide-film projectors in schools than any other kind of projection equipment. Most of these machines are also equipped to handle individual slides. The next most commonly found projection equipment is the motion picture projector (16 millimeter) followed by the opaque projector. The overhead projector is rapidly coming into use in schools. It is already widely used in industry, in the armed forces, and in governmental organizations.

Each type of projector has definite advantages and disadvantages. There is no single type of equipment that has all of the advantages. For example, the motion picture has no real competition when it comes to presenting a story that is full of emotion and imagination. It can tell a story in a way that no other visual aid has been able to copy. It is through the motion picture that we are able to develop good materials for guidance; the presenting of a preview or background; and the development of appreciations, attitudes, and ideologies. It has many advantages, but there are some things that it cannot do as well as other visual aids. You cannot write on it and show the writing on the screen as you do it. You can show processes in a pictorial way, but there are other kinds of processes that can be shown by other means of projection that are easier for the class to follow and understand.

Let us examine some other examples to observe the differences in uses of equipment. A motion picture will show finger action in typewriting, wrist position and action, proper stroking, insertion of paper, and many other activities, but there is no particular advantage in trying to use a motion picture to illustrate letter layout and placement. A much more effective job can be done with any one of the still projectors.

It is possible, of course, to develop good films for the teaching of bookkeeping and other skills through motion pictures. Other types of projection permit the teacher to work with students daily at little expense. There have been some good motion pictures prepared by amateurs, but not many persons are capable of making them. Furthermore, they are expensive as compared with other types of visual aids.

The decision as to which kind of machine is to be used will be determined by the decision of whether the teacher is to prepare or purchase the projection copy. It is somewhat difficult to prepare filmstrips or slides, but

many teachers have equipment for making them. The easiest materials for a teacher to acquire or prepare on his own initiative are those used with the opaque and the overhead projector.

In the following outline you will find my personal observations of the advantages and disadvantages of the four major types of mechanical projectors based upon some experience in working with them and upon observation of their use in classrooms:

#### **Motion Picture Projections**

##### *Advantages*

1. Has both action and sound and either color or black and white.
2. Plenty of films are available for purchase or rental for a great variety of subjects in business education (some are free).
3. Excellent for telling stories and for bringing to the classroom realistic experiences not normally available in the classroom.
4. Excellent for building a background, appreciations, attitudes, ideologies, and general understandings.
5. Excellent for developing guidance values, personality traits, and certain types of procedures.
6. Can show and tell a lot in a short time.

##### *Disadvantages*

1. Difficult to prepare one's own material and expensive to do so.
2. While plenty of films are available for most purposes, they are either costly to purchase or are inconvenient to rent and to schedule for the exact time when they are needed.
3. The course must be planned and scheduled and the machine often is not available when needed.
4. Requires a darkened room and, therefore, causes a ventilation problem in warm weather and sometimes a disciplinary problem. Prevents note taking by students.
5. It is limited for daily classroom use because it is not a working type of projector permitting projection of timely or spur-of-the-moment ideas.
6. Requires a somewhat experienced operator. Somewhat difficult to transport from one room to another and to set up.

#### **Overhead Projections**

##### *Advantages*

1. Permits projection in ordinary lighted room or in daylight.
2. Permits a large scale reproduction on the screen readily visible in most classrooms.
3. Provides a large writing surface on which normal writing can be done with wax pencil or preferably the right kind of pen with the right kind of ink.
4. Permits facing the class and pointing to illustration or writing on the illustration as it is being projected over the shoulder on the screen in the front of the room.
5. It is flexible because it can be quickly set up and operated or can be left in the room for permanent use.
6. It is good for daily classroom instruction because it is a working type of projector permitting the showing of anything that can be photographed or drawn on transparent acetate film.
7. It is particularly good for use in such subjects as bookkeeping, shorthand, or arithmetic and is excellent for



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*"The easiest materials to acquire or prepare are those used with the opaque and overhead projectors."*

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showing the reproductions of business forms or the explanation of processes and procedures.

8. It is easy and inexpensive to prepare one's own materials.
9. It will do everything that other still projectors can do, but has additional advantages.
10. Materials are easy to file for future use.
11. It is light enough in the room for students to take notes.
12. Excellent for showing sequences. Particularly useful in building the steps of a sequence by laying one transparency on top of another. This has some of the advantages of motion.

#### *Disadvantages*

1. Not many prepared materials are available except in bookkeeping, geography, and mathematics.
2. The cost of the machine is rather high as compared with a filmstrip projector, but is no higher than a good opaque projector and is cheaper than a good motion picture projector.
3. More difficult to move from room to room than a filmstrip projector, but no more difficult than the other types of projectors.
4. There is no action or sound.

#### **Opaque Projections**

##### *Advantages*

1. Will project anything on a printed sheet whether in black and white or in other colors.
2. Will project small solids.
3. Relatively easy to set up and to operate.

4. Materials are low in cost if you use printed materials and textbook illustrations available, but additional new materials can be easily prepared at little cost.
5. Newer machines have strong projection light permitting showing of pictures in semi-darkened rooms.
6. Newer machines have a built-in projector.
7. Easy to develop sequences.
8. Students can easily collect material for showing in such classes as bookkeeping, typing, general business, and economics.
9. Easy to file materials for future use.

#### *Disadvantages*

1. Does not show action and cannot be written upon during process of showing.
2. Most machines still require a reasonably darkened room which creates ventilation problems in warm weather.
3. Cost is reasonably high for better machines as compared with filmstrip projectors, but its cost is reasonable in comparison with the motion picture projector or the overhead projector.
4. Bulky for transfer from one room to another.
5. Does not show action; narration depends upon commentator and printed material shown.

#### **Filmstrip (or slide) Projections**

##### *Advantages*

1. Relatively small and easy to carry.
2. Quickly set up and easy to operate.

(Continued on page 23)

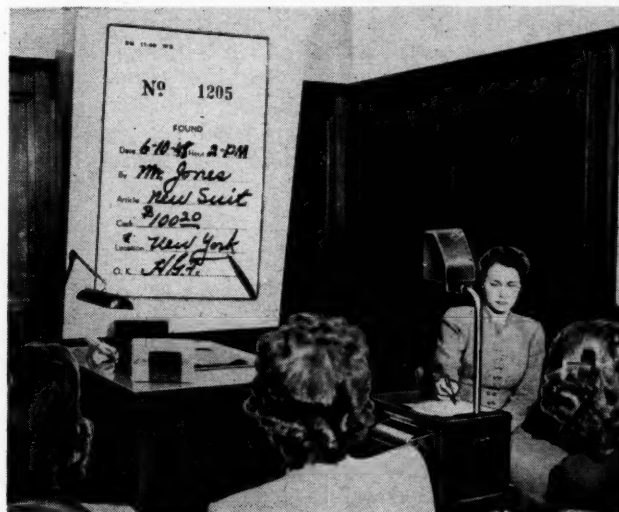
## The Overhead Projector in Business Education

By FRED E. WINGER  
Oregon State College  
Corvallis, Oregon

Recent developments indicate that the overhead projector will soon become a popular projection aid in business education classrooms. Industry has taken the lead over the schools in making use of the overhead projector. Prominent firms which make frequent use of this aid are found in the fields of manufacturing, retailing, finance, public utilities, government, radio, and television. These concerns have found the overhead projector to be particularly valuable in presenting new products; for example, in analysis of charts, forms, and documents; and in orientating and inducting new employees. It is interesting to observe that one of the popular "overheads" is now being used quite extensively as a means of projecting the bowling scores in full view of the participants and audience.

The overhead projector sends light up through the transparency, and an overhead mirror reflects it onto the screen. This construction gives the teacher several advantages: (a) he can face the class while using the projector; (b) he can write or draw on the transparencies while projecting; (c) he sees the slide or transparency

Photograph courtesy of Victorlite Industries



**OVERHEAD PROJECTION . . .** The teacher is using the overhead projector to show how to complete a business form. She is writing on the transparency of the form.

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*"The overhead projector is not heavy and can be moved quickly."*

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right side up, and can use a pointer easily; and (d) he can use several thicknesses of overlay transparencies.

The overhead projectors vary in respect to the type of exposure material used. They utilize filmstrips, glass lantern slides, and plastic transparencies up to a size of 10 by 10 inches. Some of the projectors possess the very important feature of being motor cooled permitting the use of 500, 750, or 1,000 watt lamps. Also, some of them are adjustable for tachistoscopic techniques.

A series of questions and answers might give the reader a clearer picture of the entire process involved in using the overhead projector. An attempt has been made to select questions that would be considered typical of the business teacher.

*Is it difficult to set up the overhead projector?*

The overhead projector is actually very easy to set up and once it is in place, it can be left there for future use without being too much in the way of the teacher. The machines are not heavy and can be moved and set up quickly in another location.

The projector is usually placed on the teacher's desk so that the material to be exposed can be thrown on the screen behind the teacher as he faces and talks to his students. There is no need for the teacher to turn his back to the class at any time during the discussion and projection period. It is also possible for the teacher to point to special features of each image without turning around to do so.

*How difficult is it to properly adjust the overhead?*

On the overhead projector, the surface mirror is tilted for positioning the image on the screen. The distance of the projection lens from the projection table determines the degree of distinctness of the image. The size of the image on the screen is determined by the closeness of the projector to the screen and, likewise, the intensity of the illumination from the lamp will vary with this distance from the screen. All factors considered, one would have to agree that the overhead projector is not at all difficult to adjust properly.

*Is it necessary to darken the room for clear projection?*

No. One of the major advantages of the overhead projector is the fact that it can be operated in the ordinary lighted classroom or in daylight conditions making it possible for the students to see well enough to take notes. The modern school is making more and more use of natural light, and darkening the rooms is difficult and expensive.

*Is there plenty of commercially prepared exposure material available in all areas?*

Unfortunately, no. There is very little material available for use in the business education classroom but there most likely will be before long. A bookkeeping series of

plastic transparencies have been developed, some material is available for use in arithmetic and economic geography on 3¼ by 4 inch slides, and tachistoscopic lantern slides are available for typewriting and slides of this type will probably soon be ready for shorthand.

*Is it possible to prepare exposure materials easily and inexpensively?*

It certainly is. In fact, one of the best features of this type of machine is that you can prepare the materials to be exposed while talking to the students. On some of the machines you can write, sketch, or draw on plastic sheets or rolls with a grease pencil and then erase the material when it is no longer needed. The same thing can be done with etched glass and a regular pencil. It is also possible to prepare slide material on cellophane sheets and bind them between two pieces of plain glass. Carbon offset film is available for making home-made transparencies. Teachers with more than ordinary technical "know-how" can prepare highly effective and permanent materials through the photographic process. Most of the manufacturers of overhead projectors will either make materials to order or tell you where to get it done. Many camera shops will develop transparencies for these projectors.

*Is the overhead projector expensive?*

Some of the overheads are very reasonable but those which contain all of the most desirable features are as expensive as the good opaques. The prices range from under one hundred to over three hundred dollars, depending upon how many desirable features are to be included. The main thing to consider seems to be the fact that the overhead is very functional in the classroom and the "per-pupil" cost can soon be reduced to a very nominal fee.

#### **Adaptations to Business Curriculum**

Looking into some of the specific subject matter areas will result in a better understanding of why the overhead projector has a place in the business education classroom. The coverage which follows is by no means exhaustive as it is intended to be merely an overview within the business education field.

*Bookkeeping:* This is one of the few areas where commercially prepared exposure materials are available. Also, it is possible to prepare plastic or glass slide images of such items as: receipts, sales tickets, cash register slips, journals, ledgers, balance sheet, work sheet, and many others. This may be done by writing on transparencies of prepared forms, pointing to various features of each form, and building a process from step to step through the use of a series of exposures. The teacher can thus take the student on a visual tour through each step in the learning situation. Valuable time and labor

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*"An overhead projector enables the presentation of new learning situations quickly, effectively, and dramatically."*

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is saved by eliminating the need for intricate blackboard displays which are hard to retain from period to period. The teacher needs to make certain that all adjustments have been made to insure that *everyone* in the room can see what is being exposed. Many good visual aid programs have been a waste of time for some of the students because of the lack of such precaution.

**Typewriting:** Regular typewriting projection material is not available commercially but a series of tachistoscopes for tachistoscopic learning is available. These slides provide practice on words, phrases, broken and complete sentences, digits, capitalization, and left- and right-hand words. Hand-made materials to present such as the following would be very helpful: basic letter forms with directional signals to highlight special features, straight copy with typical errors marked for remedial drills, sample copy of how a lesson should look when completed according to the directions given, pictures showing proper techniques of all types (many of them in a series of logical sequences), and illustrations of the various forms used throughout the course.

**Shorthand:** Regular exposure material is not now available commercially in shorthand, but plans are being made now for production of a slide series for tachistoscopic education. Shorthand is one of the areas where much use can be made of on-the-spot preparation of materials. In other words, instead of writing on the board, the teacher can write on the transparency and then point out special features of the characters. Transparencies of continuity material could be prepared for projection on the screen with the students either reading it back, reproducing it in shorthand, or transcribing in longhand or on the typewriter. The overhead can be adapted to many uses, not only in the theory classes, but also in connection with transcription and in office practice classes.

**General Business:** As in bookkeeping, effective reproductions of various basic forms can be exposed to illustrate better the special features of each. Lectures and discussions can be made more effectively by using transparencies in such areas as: train, boat, and air transportation; make-up of coins and proper procedures in making change; and pictures of products and illustrations of what to look for in good buying habits. Commercial slides are available for use in economic geography, world geography, common industries, and transportation.

**Distributive Education:** In this area, effective use can be made of photographs, charts, graphs, and actual exposure of small products for closer examination. There is no organized set of materials designed for this area but any teacher who is really interested in building a library of materials should be able to get much help and actual material from large stores, banks, hotels, industries, and the like. The greatest use of the overhead

has probably been by business firms in the area of merchandising and selling.

It is evident, then, that either through purchase of material, the use of initiative in preparing hand-made transparencies, or making use of photographic processes, it is possible to compile a very worthwhile library of exposure materials in many of our subject-matter areas. By using these materials the teacher can present a new learning situation quickly, effectively, and dramatically. Cutting down on the time consumed in blackboard preparations or the passing out of sample forms will leave more time for a more effective coverage of a unit.

#### Sources of Information

The following descriptive listing of overhead projectors was compiled so that interested teachers could follow through and secure literature direct from the manufacturer. Unless such information is made available at the time the reader is interested, there is always the possibility that action will be postponed indefinitely. Also, the fact that there are only a small number of makes of overhead projectors on the market at present, makes such a coverage possible.

**A. O. Spencer Model B. Delineascope.** American Optical Company, Buffalo 15, New York. Projects translucent materials, small opaque materials, objects in motion, and slides up to 3¼ by 4 inches. Has 500-watt lamp. Priced at \$120 and \$130, including case. Not motor cooled.

**Keystone Overhead Projector.** Keystone View Company, Meadville, Pennsylvania. Projects film strips, microscopical slides, and slides up to 3¼ by 4 inches. Has 500, 750, and 1,000 watt lamps. Priced at \$174, including case. Motor cooled. Tachistoscopic attachment and slides available. Extensive slide library in all areas and others made to order.

**Screen Scriber.** Burke and James, Inc., 321 S. Wabash Avenue, Chicago 4, Illinois. Projects acetate film and 3¼ by 4 inch lantern slides. Has 200 watt lamp. Priced at \$70.50 with case. No working parts and not motor cooled.

**Visual Cast.** Victorlite Industries, Inc., 4117 W. Jefferson Boulevard, Los Angeles 16, California. Projects slides up to 4 by 5 inches and plastic sheets or rolls. Has 500 watt lamp. Nine models. Instructor Model priced at \$301, including case. Cooling fan. Tachistoscopic attachment. Transparencies made to order.

**Vu-Graph.** Charles Beseler Company, 60 Badger Avenue, Newark 8, New Jersey. Certain models project slides up to 3¼ by 4 inches, 35mm. slides, filmstrips, and transparent sheets or rolls (up to 10 by 10 inch writing surface). Has 500, 750, and 1,000 watt lamp. Three models. Master Vu-Graph priced at \$317 with case. Motor cooled. Tachistoscopic attachment.



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*"The new opaque projector can enlarge illustrations as small as a postage stamp."*

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Photograph courtesy of Bausch & Lomb Optical Co.

**OPAQUE PROJECTOR . . .** The teacher is inserting a picture into the opaque projector. Another tray would be used for inserting a book or magazine. The new opaque is much more functional than the old projector. Anything from an address stencil or a type of ribbon can now be shown on a large screen. This would prove to great advantage in business education. Provision is made for daylight projection with some of these machines, thus eliminating one of the biggest objections to the use of the opaque projector. Another important use of the opaque projector is the analysis of classwork and homework.

## Using the Opaque Projector in Business Education

*The opaque projector provides a copy of pertinent material for every student.*

By **BROTHER PHILIP HARRIS, O.S.F.**  
Saint Francis Preparatory School  
Brooklyn, New York

The possibilities of the opaque projector open whole new vistas for visual education methods in business courses. For many years sound motion pictures and filmstrips in the classroom completely overshadowed the clumsy opaque machine with its many limitations. Today, however, an improved opaque projector challenges the imagination of the energetic commercial teacher.

Trading in outdated visual projectors that gather dust on our shelves for the new 3-in-1 combination opaque will produce savings in space, money, and time, besides vitalizing our instructions. The new opaque projector holds the solution to the distracted teacher with one copy of pertinent material which he would like to put into the hands of each student. Instead of passing it around, or holding it aloft for straining pupils' eyes, the smart instructor will project the printed matter in opaque fashion and thus afford easier and better learning.

The opaque projector was always valued for illustration of unlimited pictorial material not available in slide or strip form, such as maps, charts, graphs, and photographs of people, equipment, and processes. Many teachers receive the materials in the form of advertising brochures, pamphlets, and magazine articles that contain excellent illustrations for classroom use, especially

when facilities are available to project them. Only those illustrations which were of postcard size could be projected on the old-type projector.

The new opaque is much more functional for it can cast on the screen material as large as 8½" x 11" without the requirement of matting, mounting or using card holders. Also, illustrations as small as a postage stamp can be enlarged or compared, and anything from a book page to a geology fossil or a type of cloth can now be shown on a large screen. (What an advantage in retail selling classes!) All this is accomplished through the new feed-o-matic conveyor which permits material to be carried into the projector easily and smoothly and holds the copy perfectly flat, thus eliminating flutter and flooding the room with light when the platen is lowered.

The new types of projectors have far greater screen illumination, even enough to allow the enlarging of photographic negatives. Provision is made for "daylight" projection with certain of these new machines, thus eliminating one of the biggest objections to the use of the opaque projector. This is done through short focus lenses, located close enough to the screen to produce small pictures with concentrated illumination. When a translucent screen is placed between the projector and

the class, the light is counteracted and the picture is more brilliant. Thus, enough light may be allowed into the classroom for taking notes. This procedure, however, does decrease the size of the picture, and a large, fine picture is available only if the room is darkened.

Most of the new opaque projectors have attachments which will project not only lantern slides, but 2" x 2" film slides and filmstrips (35mm). While the old machines heated up quickly, the new ones have a better cooling system. They are also more portable and easier to adjust. The visual method made possible by the opaque projector is particularly adept for showing cartoons, flash cards, and similar homemade creations. The teacher can cover just the matter he wishes.

Another important use of the opaque is for the analysis of classwork and homework. The best and poorest homework can be shown, after blocking out the students' names; learning will be motivated by the comparison of the students' work and by the criticism of the material viewed.

Pictures, graphs, forms from supplementary textbooks, or personal notes may now be flashed quickly before pupils' eyes in images large enough for all class members to see clearly. Things that the class collects from various sources can be viewed with ease.

Manufacturers provide an overhead projector attachment with some opaque models, so that all the advantages of that type of projection are added. Thus a teacher could either slip his own creations or samples into the machine for opaque visualization, or with the overhead attachment, write directly on the instrument as he faces the class to have perfect copy flashed before the students' eyes. Transparent colors can be used by drawing, writing, or typewriting on special sheets.

#### **Some Specific Uses**

*Shorthand.* Beside using homework and teacher samples for opaque projections, the shorthand instructor could project new and interesting material from varied sources for transcription exercises. The projection of shorthand exercises in the darkened room will promote more automatic responses and rule out the possibility of "peeking" into the textbook before responding.

Very often, teachers do not have the time to duplicate some valuable rules and suggestions for taking dictation or transcribing. They can quickly overcome this handicap by opaque projection.

*Typewriting.* Unusual drills, homemade exercises, and pertinent information from other sources can all be shown on the opaque projector for typewriting practice. One of the biggest advantages of this projector is that the typewriting is done in a darkened room to eliminate the chance of looking at the keys or wall charts. Consequently, the building of automatic stroking and carriage

returns may be developed more quickly. Naturally, this device should be used just enough to vary the presentation, maintain pupil interest, and eliminate faulty habits.

Correct posture charts, illustrations of kinds of typewriters or parts of the machine, legal papers, manuscript samples, statistical tables, and business forms could be cast on the screen for more graphic teaching. Finally, the opaque projector is especially practical for the projection of flash-card drills. Copy may be masked to permit short exposure techniques such as the exposing of complete paragraphs, sentences, phrases, or words for a brief time. Word and phrase tests, phonetics practice, and similar devices are possible.

*Bookkeeping.* This subject, too, may be vitalized by projecting sample financial statements, charts, diagrams, and entries of all types. The effectiveness of the various bookkeeping wall charts can be increased by creating comparable productions on ordinary paper and projecting them. Actual bookkeeping papers could be brought in from firms and projected to show the variations in bookkeeping procedures. Many difficult concepts and entries in this subject could be cleared up quickly by showing many examples of the principles the teacher talks about.

*Basic Business Subjects.* Perhaps the most fertile field for the opaque projector is in introduction to business, business law, the distributive occupations, and other basic business subjects. Abundant material is available in the form of sample checks, drafts, legal forms, bank statements, and business papers of all sorts. With the opaque projector, it is possible to vitalize lessons on such subjects as the path of a check, or the forms of money used through the ages.

*Business English.* The content of this subject is particularly adapted to the opaque projector since real or original samples of business correspondence may be quickly viewed for extensive study. Objective grammar and sentence drills or quizzes may be projected for rapid learning. Fully corrected classwork with teacher's comments may be presented in such a way that the students will quickly grasp the points on which they need remedial work.

*Guidance.* In the field of occupational and educational information, the opaque projector can assist in getting useful data across to students. Examples of employment forms, college applications, reports, and check-lists may be projected. Where a school's income is small, one copy of various interest inventories, aptitude and intelligence tests might be used, necessitating only the purchases of answer sheets. With the other attachments described, the value of the new opaque is heightened. Lantern slides and 2 by 2 inch slides can be made by teachers, or they can be purchased, rented, or loaned. Educational institutions and local museums will not only lend good pic-

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*"In typewriting, the filmstrip is useful for teaching the parts of the machine."*

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torial material for straight opaque showing, but may permit the borrowing without charge of slides professionally produced.

The new opaque projectors weigh about thirty pounds, and vary in price from \$100 to \$450 depending on how many attachments are desired. The more elaborate machines usually use from 500 to 1000 watt bulb, and will project clear images measuring from 4 to 10 feet in width from a distance of from 15 to 18 feet, depending on the lens used. Often a projection pointer is provided for better classroom teaching. Special projection tables and screens are available for those who wish to employ them. Some visual-aid firms prepare "picto aids" which are a

continuous strip of tough durable paper with pictures on various education topics printed on them. An attachment is used to project this kind of material.

This presentation has but scratched the surface of the potentialities of this oft-neglected visual projector. In the hands of a capable and imaginative business teacher, students' learning and interest in business subjects can be substantially increased through the prudent use of the opaque projector. Materials can be obtained from the various large producers of opaque projectors concerning the various types of machines and attachments available and ways in which the equipment may be used most effectively.

## Filmstrips in Business Education

*The filmstrip presentation gives concrete form to technical abstractions.*

By CLIFFORD ETTINGER  
Auditory Instruction Unit, BEVA, Inc.  
New York, New York

This article is directed to all business teachers or supervisors regardless of their particular subject matter fields, because filmstrips ought to be used to some extent in the teaching of every business subject and also in directing guidance and extra-class activities.

In the field of bookkeeping and accounting instruction in the performance of the various exercises the filmstrip helps to overcome the practice of substituting verbalization for the visualization of forms and procedures. In shorthand instruction, the filmstrip provides one of the best means of demonstrating the style of writing used by the masters.

In typewriting, the filmstrip is useful for teaching the parts of the machine. The ability of the film to magnify small parts is an important asset. The filmstrip as well as the motion picture can be used for demonstrating proper typewriting techniques.

The filmstrips as well as motion pictures are useful in presenting materials, forms, demonstrations, and dramatizations in all other business subjects.

Neither filmstrips nor motion pictures are used by a high percentage of business teachers. Low, inadequate or non-existent budgets are frequently given as the reason for the lack of use. While this is undoubtedly an important factor, common observation of educational habits indicates that where equipment is wanted badly enough it is obtained. An analysis of the methods by which instructional materials are procured was made in both large and small high schools. It was found that by

systematically educating the purchasing agents concerning the needs for these materials often results in their procurement.

A more important reason for the inadequate use of audio-visual materials by business teachers in general, has to do with certain mental attitudes. One of these attitudes is a mind set against any new method. The reasoning runs something like this: "The methods we have used in the past have produced reasonably good results. What proof is there that the new method will do any better?" This question implies that if proper scientific proof is given, the new method will then be adopted. Experience indicates that research has not yet attained mature status in our field. The experimental research studies made in our field are all on the light side so far as audio-visual aids in business education are concerned. Related evidence, though, has been plentiful for years to show that audio-visual aids will produce equally good results in business education as in other educational areas.

Another attitude which minimizes the use of audio-visual aids is that it is too much trouble to obtain the equipment and materials needed for a good audio-visual lesson. There is quite a little to be said for this viewpoint from the standpoint of the busy overworked teacher; but tact, patience and perseverance in dealing with the administration, and the development of a student squad to relieve the teacher of the mechanical burdens connected with audio-visual education can overcome this difficulty.

Still another point is that very few, if any, present



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*"The relatively low cost of the filmstrip means it can be purchased and kept on hand."*

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teachers have learned their subjects by means of audio-visual techniques and they usually continue to teach in the manner in which they were taught. A great many individuals and schools, however, are constantly on the alert to adopt methods that will improve teaching and learning techniques, and it is these innovators, pioneers, and experimenters who are responsible for such gains as have been made in the field of business education.

#### **Criteria For Selecting a Medium**

After the curriculum has been carefully scanned to determine which topics or units are good for a visualized presentation, it is necessary to decide the production medium; that is, to determine whether the production shall be a sound or silent motion picture or a sound or silent filmstrip or, perhaps, a tape recording. If the material is strictly auditory in nature, for example a dramatization of a law case, then the production of a tape recording will meet the educational need very well. If expense is a factor, the production will tend to be a filmstrip rather than a motion picture.

Because of lack of the necessary equipment to reproduce transcriptions, sound filmstrips have not been very widely used in education. However, the rapid advent of the tape recorder in our schools may change this condition. A new device, the synchroslide, automatically synchronizes the tape with a filmstrip or with slides.

There are several criteria to determine whether a filmstrip or a motion picture is most appropriate to facilitate a particular learning activity or unit. The criteria used might be something like this: If the subject contains implicit motion, not motion which a script writer has to drag in by the back of the neck, then the medium to use is the sound motion picture. Apparently the sound motion picture is the most popular medium with both teachers and students for most purposes. With it the film maker can do technical things to create interest and provide clarity that cannot be done by any other medium. However, other media may prove more suitable for certain purposes. If the material is fairly difficult to understand and assimilate, and if it is not necessary to portray motion, then the filmstrip may be the proper medium. The filmstrip will permit the teacher to control the rate of presentation of the concepts to the class and to stop for questions. More flexibility of presentation is possible with the filmstrip and it is more easily adapted to the local situation.

A specific illustration may be of interest in showing how the proper medium may be selected. In 1946 when the first BEVA filmstrips were being produced, it was determined that they should be produced as sound motion pictures. When the rushes of the first day's shooting were examined, they were deadly dull from the standpoint of visual interest because they showed practically

nothing but a bookkeeper's handwriting. After viewing them, it became clear that the wrong medium had been selected. Since the end result in bookkeeping is really the placement of certain words and numbers in the proper position in certain books and reports, the motions involved seemed to detract rather than add strength to the film.

The relatively low cost of the filmstrip means that it can be purchased and can be kept on hand ready for use when wanted. The filmstrip enables the teacher to vary the pace of presentation, and to interpolate remarks and interpretations without competition from a relentless sound track. The projector is small and easily stored and carried, and places at the command of the business teacher cartoons, illustrations, business forms, solutions to lengthy problems, intricate sequential processes, models for the student to imitate and pitfalls for him to avoid. Realistic photographs of business offices and equipment and of actual business letters, bookkeeping records, shorthand outlines, and the like reduce verbalism and give concrete form to technical abstractions.

#### **School Made Productions**

Because of the educational benefits stemming from the advantages listed above the question presents itself, "Shall I make a filmstrip?" With the vast amount of camera equipment and film available in this country, it is hardly likely that a few mild words of warning will deter any one who wishes to venture in this direction—nor should they. It is frequently stated that this is one of the best ways in which to arouse the interest of teachers in the use of audio-visual aids. The enthusiasm generated and the keen appreciation of a completed product are educational outcomes not to be lightly discounted. However, the question that arises is whether the time spent on the production might not have been used better in some educationally more desirable activity. It is probably safe to say that very few amateur productions could meet professional standards. Amateur producers lack the necessary equipment which is really quite expensive, they do not have the necessary writing skills which develop out of fairly lengthy experience and they do not know where to obtain the many highly technical services needed to produce a first-rate result.

#### **New Intellectual Dimension**

The use of the screen in education has introduced new and improved standards of accuracy, care and skill in the presentation of material for learning. The textbook is and will remain the basic tool for the conveyance of knowledge because of its efficiency and economy and the fact that it needs no additional expensive equipment for use. The screen supplements and extends the range of

the textbook and can do things the textbook cannot do. The screen can direct the attention of an entire group to specific facts or concepts in a way that the printed word in the hands of individuals cannot do. By using scale, proportion, dominance and subordination, isolation of significant elements, pleasing composition, highlights, arrows and other techniques including cartoons, the screen can compel reactions not procurable by other means. Comparison, for example, in the field of book-keeping between the printed descriptions in a textbook of such things as balancing an account, locating errors in a trial balance or preparing a bank reconciliation statement, reveal the marked superiority of the filmstrip. These superiorities are greater attractiveness of the presentation, greater clarity and understandability, and much more delineation of detail, all of which leads to a complete presentation with the greatest attention given to the most difficult matters.

Additional advantages of films and filmstrips are the greater wealth of illustrative material they afford and the possibility they provide for standardized presentations where standardization is desirable. Still other pluses are the ability of the screen to hold student interest and the saving of time for the teacher in the facile presentation (by the turn of the wrist) of material which otherwise might take many minutes to write upon a blackboard.

The first plea to teachers who have not used filmstrips and other visual aids is to investigate and validate or invalidate the claims made for these teaching materials. If

the investigation results in a favorable response the teacher is obligated to bring the superior teaching materials into ordinary use. Tact, patience, perseverance, and ingenuity may be required in dealing with the school administration to secure the necessary equipment and supplies. If possible, provision for the materials should be on a formalized basis with regular annual allotments made for their purchase. A student squad should be established to make the visual program work efficiently.

Most teachers have sufficient judgment to use films wisely. Business teachers, more than any other group, should cooperate to the fullest with the producers. This they may do by not ordering preview materials for which funds are not available, by returning preview materials not wanted promptly and to the address specified by the producer, and by exercising care in the handling of the films while in their possession. They can also assist the producer by promptly processing invoices for approval. In a more important way they can also help by giving the producer informed professional opinions as to the worth or shortcomings of a production. It is astonishing how little contact there is between producers and the great body of teachers. Written comments by the film users are always valued by the producers.

It may be said that great progress has been made since the end of the war in visualizing business education through the use of films and filmstrips, that a tremendous lot needs to be done, and that there is every indication that progress will continue to be made in this important educational activity.

## The Motion Picture in Business Education

*In a single showing a good motion picture can stress many business traits and duties.*

By MABEL Z. ALLEN  
Morris High School  
Morris, Illinois

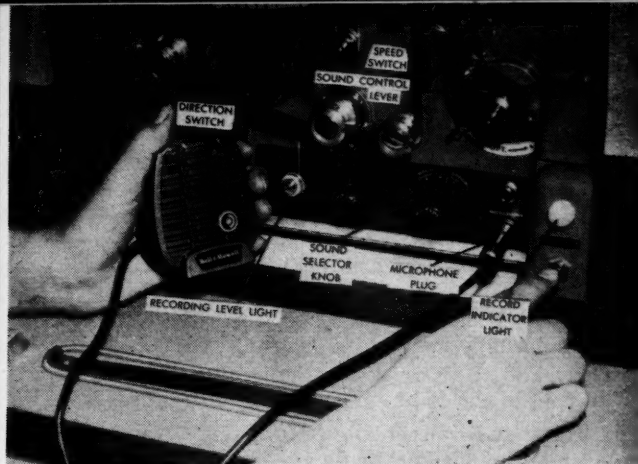
The motion picture has been both praised and maligned by educators, but if properly used, it is almost indispensable in the effective teaching of business subjects today.

That statement may sound "dogmatic," but any teacher engaged in the tricky business of preparing young persons for the office needs a good many more arms, legs, and hours in a teaching day than he has to present everything the future office worker needs to know. However, a well-chosen and well-presented motion picture, such as the film, "Duties of a Secretary," will stress in a single showing the importance of many

traits and duties — business confidence, dictation etiquette, handling of mail, filing procedure, results of carelessness, calendar control, office appearance, telephone technique, tact, and initiative.

There are several rules to consider in the general use of the motion picture in the classroom.

1. The most obvious rule is that the picture should be used where it will contribute most to the understanding of the subject. We must decide whether the picture will do the best job as an introduction to a new unit, as an integral part of the unit, or as a review or follow-up of the unit.



Photographs courtesy of Bell and Howell Company

**THE MAGNETIC SOUND PROJECTOR . . .** This new equipment makes it possible for the instructor to record his observations and comments on the sound track while previewing the film. His

recording becomes a part of the film and is reproduced as the film is projected on the screen. The unit is as easy to operate as any of the voice-recording machines commonly used in classrooms.

2. The picture should be used directly in connection with a unit. This is difficult at times because the teacher has to contend with those who rent films and do not return them promptly, thus throwing off the rental library's schedule. However, carefully planning a film schedule in the spring for the following year will help to take care of this difficulty.

3. The teacher should preview the film so that he will be thoroughly familiar with its content.

4. The teacher should, in most cases, introduce the film orally, pointing out specific things that the pupil should observe, or suggesting questions which may be answered by the motion picture.

5. It is often advisable to repeat the showing of the film to answer questions which come up after the first showing.

6. Whenever possible, it is best to show the picture to one group at a time in a room to which they are accustomed. A trip to the auditorium or to another classroom tends to put a "holiday" air on the movie, which instead should be considered a regular part of the day's work. The trip back to the classroom interferes with immediate discussion or activity relating to the movie.

7. If lighting is a problem, a beaded screen placed in front of the windows will give the best projection results.

8. The room should be well ventilated. A hot, stuffy room makes our viewers sleepy.

9. The film should be followed by adequate discussion, activity, or testing.

10. The instructor should make certain that the film is forwarded to the next teacher or school according to schedule.

11. It is a good plan to keep a card file of movies shown, good and bad points of the film, class reaction, and the like.

The motion picture projector generally used in the school at the present time is, of course, the 16 mm sound projector. The sound projector has the advantage of being able to project silent as well as sound film.

The new *magnetic sound projector* has opened up a new field of possibilities for good teaching with the aid of motion pictures. When a magnetic sound track, which consists of a magnetic iron oxide striping, has been

added to the film, it is possible for the teacher to record his observations and comments on the sound track while previewing the film merely by speaking into an attached microphone. Music and sound effects also may be added to the film. In turn, these comments, observations, music, and sound effects become part of the film as it is shown. Sound may be erased merely by recording over it. Accidental erasure is prevented by a safety switch. Magnetic striping can be added to silent or sound, black and white or color film. Original sound may be retained by striping only one half of the optical track.

The advantages of the magnetic projector are many. It affords a practical means of varying the film commentary to suit a specific audience. Millions of feet of educational film, now outdated by the present optical sound track, can be processed for magnetic sound and be brought up to date. Any film library now becomes a *sound film library* with the specially prepared sound track for every age and interest group.

The six major makes of motion picture projectors include Ampro, Bell and Howell, DeVry, Eastman, RCA, and Victor. Each company produces large and small models, expensive and moderately priced models, simple and more complicated machines. Before purchasing a projector, the school should determine its audio-visual policy concerning motion pictures so that a machine may be chosen to suit the school's individual needs.

#### Advantages and Limitations

As in the case of most audio-visual devices, there are both advantages and limitations in the use of the motion picture. Several advantages are given in the following paragraphs.

1. The chief function of the motion picture is to depict motion, which implies continuity. In other words, through motion pictures, we are able to produce a continuous process for our pupils.

2. The film is valuable for presenting non-technical phases of a subject to those who are not experts in the field—namely, the pupils.

3. By means of the animated diagram or cartoon, we can visualize the invisible.

4. The film is valuable for purposes of general survey or vivid summary of a broad topic.



5. Motion pictures add realism to the presentation of any subject matter, thus stimulating interest and strengthening the impressions.

6. The motion picture is uniform—it never becomes tired, cross, or disinterested. It is as willing a teacher at the end of the week as at the beginning.

#### **Limitations of the Motion Picture**

1. Since the motion picture is, without doubt, the most expensive of all visual aids, its greatest disadvantage is its cost. The cost of a motion picture program is high, whether the school rents or buys the films.

2. Since most schools rent motion picture films, the problem of distribution arises. No matter how carefully the audio-visual director and teachers have prepared the motion picture program for the year, the problem of getting the film on the date requested is great. Then, few libraries allow schools to keep a film long enough to get maximum value from it.

3. The function of the motion picture too often is misinterpreted. Some teachers consider it an entertainment feature instead of a teaching aid; some consider the movie a good way to fill in the class period; and some fail to correlate the film with other visual aids in developing a unit.

4. There are mechanical problems involved in the use of the picture projector. The equipment is not as portable as some other types of visual aid equipment, and an operator should be well trained to get the best results from the motion picture projector.

5. The motion picture, with its rapid-fire projection, is not as well adapted to variations in presentation as is the slide film, for instance. However, with some types of projectors, it is possible to slow up the film or stop it completely so that a specific technique or picture may be presented.

6. Films are perishable and will not last as long as other visual aids.

#### **Variations in Techniques of Presentation**

Our movie-going high school population is rather "jaded" when it comes to movies; it's up to us, then, to catch the eye and interest of our students with varied presentations.

Some films such as "Right—at the Start" should be presented to the students as they sit at their desks. This is a working film which introduces the keyboard to the beginner.

The pre-test can stimulate interest and curiosity concerning a particular film. The test should not be difficult, but should be constructed so that it will point out important points for which the viewer must watch. Class discussion of the film before showing serves the same

purpose. The teacher, of course, will lead this particular discussion.

Class discussion or activity should follow any motion picture. If a large number of films are shown, perhaps each pupil can serve as a post-discussion leader sometime during the course. A student who knows he is to lead the discussion following the film will be "on his toes" as he watches the film. Likewise, other members of the group, remembering the days when they were discussion leaders or looking forward to the days when they will serve, will be on the watch for points on which they can test today's discussion leader's mettle. Second and even third showings of the picture are sometimes necessary to settle all points which arise from a spirited class discussion.

Another technique for varied presentation is post-viewing testing. This particular technique should not be used too often, however, because the class will soon hate to see a movie day come, if the inevitable test follows. Used sparingly, the test following a film is of value.

Class activity following a film adds greatly to its value, also. After the class of potential office workers has seen "Advanced Typing Shortcuts," for instance, their appreciation of the typewriter is greatly enhanced, and they can scarcely wait to try some of the techniques shown in the film.

A teacher can get a class reaction to a film, too, by asking each pupil to compose an evaluation of the film. Not only must the pupil crystallize his thinking concerning the picture, but the teacher will have specific evaluations of the film. If class reaction to the film is poor, perhaps the teacher should drop that particular film from his list or change his method of presentation.

#### **Kinds of Films Most Plentiful**

One of the most perplexing questions in the mind of the business teacher is, "Where can I get appropriate films for my classes?" Films, of course, may be obtained free, for a small shipping charge, a nominal rental charge, or by purchasing outright. Most of us are hampered by a small audio-visual budget for our departments, but certainly it is worth a few hours of our time in the spring of the year to make out a film list, and, using a few well-chosen catalogs to help us, we can make the most out of our film allowance.

The purpose of the motion picture as a visual aid remains the same whether it is shown in the freshman general business education class or in the senior bookkeeping class. That purpose is, of course, to aid learning. However, our technique in the presentation of the film may vary with different courses and with different age groups. (Continued on page 23)

"A multiplicity of sources exist for many of the same films."

## Bibliography of Film and Filmstrip Sources For Business Education

By DWIGHT R. CRUM  
Streator Township High School  
Streator, Illinois

An abundance of films and filmstrips is available for the business teacher. The purpose of this bibliography is to list and describe briefly a number of sources of these visual aids and to give some information of the types of films and filmstrips which each source handles.

It should be noted that a multiplicity of sources exist for many of the same films. Some films may be obtained on a free-loan basis or on purchase from the same source. In some cases, films may be obtained on a loan basis from one source, rental from another place, and by purchase from a different source. There are differences in rental rates for the same films. That is, one distributor may charge a higher rental rate than another for the same picture.

A rather arbitrary classification is used in this bibliography to make it easier to identify the sources on the basis of services available. The first category is called the "information source." The sources listed in this category do not ordinarily distribute films, but they will provide a catalog or manual containing information on film sources. The second group is designated as "agency sources." These agencies are in the film distribution business. They generally charge rental rates or provide films for sale. Some provide lists of rent-free films. In a few cases, the agency acts as a distributor solely for free films. The third classification is that of the "direct or producer source." It is apparent that a complete list of this group would be voluminous. Since many of these direct sources are listed by agencies or by information sources, only a representative group will be included here. With one exception, the university libraries were excluded from this list. Films shown as being available on a loan basis are subject to transportation charges as specified by the source.

### Information Sources

ASSOCIATION OF AMERICAN RAILROADS, SCHOOL AND COLLEGE SERVICE, Transportation Building, Washington 6, D. C. *Railroad Film Directory* free. This directory contains over 200 films and filmstrips under the theme of transportation. Some films are applicable to social-business subjects. Example—"Railroads and the Food We Eat," a 35mm filmstrip, in color, a free loan. This filmstrip links the railroads with the production, assembling, and distribution of food. A list of 76 sources is at the back of this directory. Note—this association is also a direct source; example—a series of filmstrips including the one listed above.

*A bibliography is presented which describes available films and filmstrips for business education classes.*

BUSINESS EDUCATION PERIODICALS such as the *Business Education Forum*, *Business Education World*, *The Balance Sheet*, *The Journal of Business Education*, and others feature articles on films and filmstrips. In addition there are departmental columns that give late news on classroom aids including films. An example is the October, 1952 edition of the *Balance Sheet*, which lists a 35mm filmstrip, "The Secretary As a Receptionist." A summary is given with recommended use, the source, and the charges.

CALIFORNIA STATE DEPT. OF EDUCATION, BUREAU OF BUSINESS EDUCATION, Sacramento, California. Publishes lists of visual aids for business subjects. Example is the *Film Guide for the Teaching of Salesmanship*. Film and filmstrip titles are given as well as sources, and charges, if any. Example—"Bringing the Customer Back," a 16mm sound motion picture obtainable on a free loan basis from Talon, Inc., 350 Fifth Avenue, New York, N. Y.

CHANGING TIMES, THE KIPLINGER MAGAZINE, July, 1952, 1729 H Street, N. W., Washington 6, D. C. "10,000 Movies You Can Get and Show," an article on pages 27 and 28. This article is restricted to information on film sources including large distributors, government films, specially produced films, and similar sources.

COMMITTEE ON CONSUMER RELATIONS IN ADVERTISING, INC., 420 Lexington Avenue, New York 17, N. Y. *Business-Sponsored Educational Films Manual*, price—\$1.50. Films and filmstrips on business subjects are listed with title, summary, where available, and charges. Example—"Facts Make Sales," a 35mm filmstrip that shows the need of knowing essential facts about merchandise, available from the City College of New York for \$1 rental.

COMMITTEE ON FAMILY FINANCIAL SECURITY EDUCATION, 488 Madison Ave., New York 22, N. Y. Bulletin No. 3—*A List of Motion Pictures and Filmstrips on Financial Security*, free. This pamphlet lists films and filmstrips under these divisions: Money Management, Banking, Insurance, Social Security, Investments, Home Ownership, and Economics. Example—"Budgeting for Better Living," a 35mm, black and white, silent, filmstrip with script that is obtainable from the Household Finance Corporation, 919 N. Michigan Avenue, Chicago 11, Illinois.

EDUCATORS PROGRESS SERVICE, Randolph, Wisconsin. *Educators Guide To Free Films*. Price, \$6. The current edition lists sixty-six free films under the business-education heading. Some films in other sections are suitable for social-business courses. Each film is reviewed and all pertinent data included. *Educators Guide to Free Filmstrips* is similar to the film catalog but restricted to filmstrips. Although fewer filmstrips are listed as compared to the free films, those shown are pertinent to several business subjects.

INSTITUTE OF LIFE INSURANCE, EDUCATIONAL DIVISION, 488 Madison Ave., New York 22, N. Y. *Public Relations and Training Films*, a free catalog. Both films and filmstrips are listed for office procedure, salesmanship, supervision, public relations, insurance, and using visual aids effectively. A brief summary of

*"There are differences in rental rates for the same films."*

each film is given, and sources are shown to indicate how it is available. A separate section contains all sources. Note—this institute is also a direct source; an example is their three-color filmstrips on insurance that are for sale only.

KAPPA CHAPTER, DELTA PI EPSILON, University of Michigan, *Directory of Film Evaluations for Teachers of Business Subjects*. Over ninety films and filmstrips for business education are evaluated to include a summary, recommended grade level, specific business area, objectives, and strong or weak points. Producers and distributors are given, but terms are not shown. Business areas covered are bookkeeping, general business, occupational information, office procedure, distributive education, and typewriting. Example—"Do You Know Your Typewriter?" a black and white filmstrip (silent) for advanced high school students. Source listed is the Society for Visual Education, Inc. Weak point is that outdated typewriters are used; strong point is that a good explanatory pamphlet is furnished.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF AUDIO-VISUAL INSTRUCTION, 1201 Sixteenth Street, Washington 6, D. C. *Guide to Films in Economic Education*, price—\$1. The guide as now presented represents a conscientious attempt on the part of the NEA Department of Audio-Visual Instruction and the Joint Council on Economic Education to provide film users with brief but adequate synopses and objective appraisals of current films and filmstrips useful in economic education. In addition to information as to where the films may be obtained, there are recommendations as to grade placement and statements as to how the films should be used to best advantage. The need for such a guide was manifested at the 1951 summer workshop sponsored by the Joint Council on Economic Education in New York City. This group set up the criteria and procedures for preparing the guide. Examples of titles are "Budgeting for Better Living," "How Banks Serve," and "What is a Contract?"

NATIONAL RETAIL DRY GOODS ASSOCIATION, PERSONNEL GROUP, 100 West 31st Street, New York, New York 1, N. Y. *Training Film Directory*, price—\$2.50 to members and \$3.50 to others. This new guide lists over 300 films that are used in store training programs and are suitable for schools. Subject areas include merchandising, salesmanship, store operation, supervision, and employee attitudes. Pertinent information and sources are included for each film. *Personnel Service*, a bi-monthly bulletin of this organization for members. A service of this publication is to list new films suitable for store training programs. The information provided includes the type of film, a synopsis, the availability, and source. Example (from May-June, 1952 issue)—"Careers for Girls," a 16mm sound motion picture, 13 minutes, produced in 1949; film places emphasis on opportunities for girls in clerking, buying, comparison shopping, and testing. The source listed is the March of Time Forum, Films, 369 Lexington Avenue, New York 17, N. Y.

U. S. GOVERNMENT FILMS. For a list of over 3000 U. S. Government Films write to the Superintendent of Documents, Washington 25, D. C. and ask for *Federal Security Agency Bulletin No. 2, 1951*, price, 70 cents.

WILSON COMPANY, THE H. W., 950 University Ave., New York 52, N. Y. *Educational Film Guide*. This book has current films listed under two major headings. One part is an alphabetic title and subject index, and the other part is a classified and annotated subject list. Business education films are listed according to areas of instruction such as office management, secretarial work, and shorthand. Information includes title, type of film, terms, a summary, and the level of use. A directory of the main sources is included. *Filmstrip Guide*—Similar to the film guide listed above, but limited to film strips.

#### Agencies

ASSOCIATION FILMS, INC., 79 East Adams Street, Chicago 3, Illinois. Issues a catalog of 16mm sound motion pictures that includes a list of free loan films. Business films in the catalog are on merchandising, salesmanship, office practices, and others. Example—"Quality Control of Modern Merchandising," a 25-minute color film telling of laboratory testing of consumer goods. Rental rates.

AUDIO-VISION, INC., 285 Madison Avenue, New York 17, N. Y. Offers a series of salesmanship films, among others, for sale. Examples of titles are, "How to Make Your Voice Help You Sell," and "How to Make a Sale Stay Sold."

BEVA, INC., 104 West 61st Street, New York 23, N. Y. This agency specializes in films and filmstrips for business education. Examples—"Introduction to Accounting," a 20 minute, black and white, motion picture that gives an overall presentation of the field. "The Journal—First Lesson," a silent filmstrip, price—\$5.

BUSINESS EDUCATION FILMS, 104 West 61st Street, New York 23, N. Y. Features business education films only. Coverage includes bookkeeping and accounting, business arithmetic, business English, business law, consumer education, distributive education, economics, office machines, retail selling, secretarial practices, typewriting, and vocational guidance. Current rental rates are \$2.50 per day for one reel. Films come from such sources as the British Information Service, Coronet Films, Society of Visual Education, March of Time Forum, and others.

CARAVEL FILMS, 730 Fifth Avenue, New York 19, N. Y. Has films suitable for social-business subjects for sale. Example—"It's Up to You," a film concerning how to get along with others.

CARL F. MAHNKE PRODUCTIONS, 215 East Third Street, Des Moines, Iowa. Films covering several business subject areas in a vocational guidance series. Example—"Bookkeeping and Accounting." This one-reel film surveys the field, sells for \$50.

CITY COLLEGE OF NEW YORK, BUSINESS FILM LIBRARY, 17 Lexington Avenue, New York 10, N. Y. Has a large selection of films and filmstrips at low rental rates on a free loan basis, and for sale. Example—"Stepping Ahead in Salesmanship," a 35mm filmstrip on the elementary instructions in salesmanship. Record accompanies film. Rental, 50 cents.

COMMERCIAL FILMS, INC., 1800 East 30th St., PO Box 7, Cleveland 14, Ohio. Has a series of eight filmstrips on salesmanship for sale at \$250. One title is "Those First Few Minutes."

CORONET FILMS, Coronet Bldg., Chicago 1, Illinois. Has business education films for rent or for sale. Example is the one-reel picture, "Bookkeeping and You," that emphasizes the importance of bookkeeping in business transactions and for personal use. Sale, \$45 for black and white.

DARTNELL CORPORATION, 4660 Ravenwood Avenue, Chicago 40, Illinois. Produces business education films for rent or sale. Example is the series of 15 silent filmstrips on "Practical Retailing," selling for \$32.50.

DEWEY AND DEWEY, Photolab, Civic Center, Kenosha, Wisconsin. Lists over 20 business training filmstrips for sale. Example, "How to Ask For, Win, and Advance on the Job," a silent filmstrip of 50 frames.

EASTIN PICTURE COMPANY, Davenport, Iowa. This distributor has a school week rental plan. Numerous sources are used. Example, "Machine Transcription," a U. S. Navy training film that rents for \$1.95 per week.

ENCYCLOPEDIA BRITANNICA FILMS, 1123 Central Avenue, Wilmette, Illinois. Send for 1951-52 catalog and the 1952-53 supplement. Terms are sale, rental, or free preview. Example, "Office Courtesy," a 16mm, 12 minute, sound motion picture that emphasizes the techniques to use in meeting and in dealing



*"Some films may be obtained on a free-loan basis or on purchase from the same source."*

with persons outside the company, face to face, and over the telephone. Price—Color, \$100, B/W, \$50. Standard rental rate for b/w is \$2.50 for 1 reel per day.

IDEAL PICTURES CORPORATION, 58 East South Water Street, Chicago 1, Illinois. Publishes a list of free loan films and rentals but no summary of the pictures is given.

INSTITUTIONAL CINEMA SERVICE, INC., 1560 Broadway, New York 19, N. Y. Business education films are listed in the 16mm sound motion picture catalog. An example, "The Eight Parts of a Business Letter," rental, \$2.

INTERNATIONAL FILM BUREAU, INC., 6 North Michigan Avenue, Chicago 2, Illinois. Has a substantial list of films on sales training and supervision. Example, "Telephone Techniques," a 16mm, sound, motion picture. Sale price, \$45.

JACK ZIDELL, 5410 Wilshire Blvd., Los Angeles 36, California. The film, "Courtesy Comes to Town," is suitable for several business subjects. (2 reels). Rental or sale.

JIM HANDY ORGANIZATION, 2821 East Grand Blvd., Detroit 11, Michigan. This film producer sells and rents business education films. One of its films, "Selling America," illustrates Franklin's five principles of salesmanship. (21 min.) Sale price, \$85.

MODERN TALKING PICTURES SERVICE, 45 Rockefeller Plaza, New York 20, N. Y. All films listed are on free loan basis; the borrower pays transportation to and from the nearest library. The current catalog lists eighteen business education films. "In Balance" is a 38 minute film on the principles of profit management.

SOCIETY OF VISUAL EDUCATION, 1345 Diversey Parkway, Chicago 14, Illinois. (Uses distributors such as Ryan Visual Aids Service, 517 Main Street, Davenport, Iowa.) Filmstrips and slides are featured. There are several series available on subjects such as bookkeeping and penmanship. Example, "Penmanship—Part III" a silent filmstrip for sale, \$3.

SWANK MOTION PICTURES, INC., 614 North Skinker Blvd., St. Louis 5, Missouri. Catalog lists both free loan films and rentals. Example, "Ready to Type," a 16mm, sound motion picture, rental, \$4.

TEACHING AIDS EXCHANGE, P. O. Box 1127, Modesto, California. This agency specializes in aids for business teachers. Rental films available for shorthand, typewriting, machine transcription, penmanship, office machines, employee instruction, bookkeeping, banking, and merchandising. Over 20 filmstrips are for sale only and include series on bookkeeping, typing, secretarial training, and vocational guidance. "What is Business," is a 16mm, sound motion picture of one reel that rents for \$2.50.

TEACHING FILMS CUSTODIANS, INC., 25 West 43rd Street, New York 18, N. Y. Films available include, "Using the Bank," a 16mm, sound film that illustrates bank functions and includes information on the Federal Depositors Insurance Corporation.

UNITED WORLD FILMS, INC., 1445 Park Avenue, N. Y. 29, N. Y. This large distributor includes Castle Films, Instructional Films, and others. Has a catalog on U. S. Government films. A Castle film is "Take a Letter Please," a 16mm film on dictation techniques. Two reels, price, \$28.56.

VARIETY MERCHANDISER, 79 Madison Avenue, N. Y. 16, N. Y. Distributes 36mm, sound filmstrips for training in retailing and salesmanship. "The Sale and How to Make It," is a 10 minute filmstrip that sells for \$25. (All are for sale only)

WILDING PICTURE PRODUCTION, 1345 Argyle Street, Chicago 40, Ill. Features a human relations film, "By Jupiter," of three reels and sells for \$125.

YOUNG AMERICA FILMS, INC., 18 East 41st Street, New York 17, N. Y. Sells direct or will rent through designated libraries and distributors. Has a free preview service. Current color filmstrip is "Proper Handling of Checks." Price, \$5.50.

#### Direct or Producer Sources

ALUMINUM COMPANY OF AMERICA, MOTION PICTURE DEPARTMENT, 818 Gulf Building, Pittsburgh 19, Penn. Send for the free booklet, "Alcoa Library," which lists several films suitable for business education.

AMERICAN TELEPHONE AND TELEGRAPH COMPANY, MOTION PICTURE DIVISION, 195 Broadway, New York 17, N. Y. Free loan films including, "A New Voice for Mr. X," and "Telephone Courtesy."

BATES FABRICS, INC., MOTION PICTURE DEPT., 80 Worth Street, New York 13, N. Y. Offers several free loan films. One is a 16mm, color, sound film of 20 minutes entitled, "Back To School," that emphasizes the place of promotion at national and retail levels.

BELL SYSTEM TELEPHONE OFFICES, (Check local office.) Numerous sound motion pictures are available on a free loan basis. many cover telephone manners. Example—"Telephone Courtesy," 25 minutes.

BOTANY MILLS, INC., 16 West 46th Street, New York 19, New York 16, N. Y. A 16mm, color, sound film that combines two shorter films, "Story of Wool," and "Botany Clothes the Nation," is available as a loan.

BUREAU OF COMMUNICATIONS RESEARCH, 13 East 37th Street, New York 16, N. Y. "These Are the Facts," an 18 minute film on the public service of fire insurance is available on free loan.

CIVIL AERONAUTICS ADMINISTRATION, AUDIO-VISUAL AIDS STAFF, Commerce Building, Washington 25, D. C. Free loan films on the instruction of employees and supervision techniques, such as "Four Steps Forward."

COCA COLA-BOTTLING COMPANY, (see nearest dealer). Has available on free loan basis a series of film strips concerning sales training. Example "Along Main Street."

DICTAPHONE CORPORATION, 420 Lexington Avenue, New York 17, N. Y. Several films available on loan. Examples—"What's An Office Anyway?" and "Two Salesmen in Search of an Order."

GENERAL MOTORS CORPORATION, Film Section, 1775 Broadway, New York 19, N. Y. Current catalog contains numerous free loan films for business education. "Strange Interview," is a 55 minute film dealing with personnel problems.

GREGG PUBLISHING DIVISION, MCGRAW-HILL BOOK CO., 270 Madison Avenue, New York 16, N. Y. Rentals available such as "The Champions Write," a 1½ reel film featuring eight shorthand experts who demonstrate the proper techniques in taking shorthand.

HARMON FOUNDATION, 140 Nassau Street, New York, N. Y. Several business films such as "Know Your Typewriter." A 45 minute black and white sound motion picture. Apply for terms.

HOUSEHOLD FINANCE CORPORATION, 919 North Michigan Avenue, Chicago 11, Illinois. Offers several films and filmstrips on a free loan basis. An example is the silent filmstrip, "Buying Fruits and Vegetables," which is suitable for consumer education.

INSURANCE RESEARCH AND REVIEW, INC., 123 West North Street, Indianapolis 9, Indiana. Free loan and rental arrangements on films dealing with life insurance including such titles as, "Cases in Point," a 2 reel, color film showing how different people use insurance.

INTERNATIONAL BUSINESS MACHINES, Film Library, Dept. of Education, Endicott, N. Y. "Electric Typing Time," a new 16mm, color, sound, film available on loan.

IRISH LINEN GUILD, 1270 Avenue of the Americas, New York 20, N. Y. A sales training film, "Know Your Irish Linen," is available on a free loan basis.

JEWEL FOOD STORES, 3616 S. Ashland St., Chicago, Illinois. Several films available on loan. "Merchandising Goes Modern" is a sound, 20 minute film on the evolution of the grocery store.

(Continued on next page)

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(Continued from page 21)

LEVER BROTHERS COMPANY, 50 Memorial Drive, Cambridge 39, Massachusetts. Offers for free loan the sales training film, "You're in the Show Business."

LILY-TULIP CUP COMPANY, 122 East 42nd Street, New York 17, N. Y. Has six sound filmstrips useful for merchandising and salesmanship. Example—"Here's How," a film-strip showing three different cup salesmen using successful selling techniques. Free loan.

MCGRAW-HILL BOOK COMPANY, TEXT FILM DEPT., 330 West 42nd Street, New York 36, N. Y. Offers business education filmstrips for sale such as "Accounting Fundamentals," a series of 11 strips. Apply for prices.

MERRILL LYNCH, PIERCE, FENNER & BEANE, 70 Pine Street, New York 5, N. Y. A 16mm sound film on investment called, "Fair Exchange," is available on loan.

NASH-KELVINATOR CORPORATION, FILM SERVICE DEPARTMENT, 14250 Plymouth Rad, Detroit 32, Michigan. "How and Why Customers Buy," a 25 minute color film and "You Can Learn from a Miss," are examples of salesmanship films available on loan.

NATIONAL ASSOCIATION OF MANUFACTURERS, 14 West 49th Street, New York 20, N. Y. Ask for, *Teaching Aids Catalog*, which lists 16mm films available on loan. Example—"Three To Be Served," a 27 minute film that illustrates a business enterprise by a group of high school youths.

NATIONAL ASSOCIATION OF RETAIL GROCERS, 360 North Michigan Avenue, Chicago, Ill. Has available on loan several filmstrips on selling such as "Strategy for Selling."

NATIONAL CASH REGISTER COMPANY, Dayton 9, Ohio. Several filmstrips available for retailing and salesmanship. A recent film-strip is "Where Rainbows Begin." Terms are loan or sale.

REMINGTON RAND, INC., Systems and Methods Research Department, 315 Fourth Avenue, New York 10, N. Y. For sale, "It Must Be Somewhere," a film on filing.

ROYAL TYPEWRITER COMPANY, INC., 2 Park Avenue, New York 17, N. Y. "Right—At The Start," is a composite of 19 short films on the step-by-step process of basic typing. Rental or sale. (\$18.75 and \$99.68)

SPERRY GYROSCOPE COMPANY, CENTRAL FILM SERVICE, Great Neck, Long Island, N. Y. Free loan films as the series, "Problems of Supervision," are available.

TALON, INC., 350 Fifth Avenue, New York, N. Y. Offers on a free loan basis a training film, "Bringing the Customer Back," which is a 16mm, sound motion picture.

UNDERWOOD CORPORATION, PUBLIC RELATIONS DIVISION, One Park Avenue, New York 16, N. Y. Free loan films available. "Tips on Typing," in which pointers are given by George L. Hossfeld and "The Duties of a Secretary," are examples.

U. S. DEPARTMENT OF THE ARMY, CENTRAL FILM LIBRARY, Building 119, Fort Sheridan, Illinois. (An area address) Several sound filmstrips series available on loan basis. "Examining Personnel for Employment," and "On the Job Supervision" are examples.

U. S. DEPARTMENT OF COMMERCE (Contact the field office in the nearest major city) Has available for loan the sales training film, "Mr. Stuart Answers the Question," 34 minutes running time.

U. S. OFFICE OF EDUCATION, Washington, D. C. Has films useful in vocational guidance such as "Placing the Right Man on the Job," a 13 minute sound film available on loan.

WESTINGHOUSE ELECTRIC CORPORATION, School Service, Box 1017, 306 Fourth Ave., Pittsburgh 30, Pa. A suitable sales training film available on loan is the 12-minutes sound production entitled, "Prospects Set the Pace."

WOOL BUREAU, INC., 16 West 46th Street, New York 19, N. Y. Ask for the booklet "Know Your Wool Facts," which lists 16mm films suitable for business education courses available on loan.

ZURICH GENERAL ACCIDENT AND LIABILITY INSURANCE COMPANY, 135 South LaSalle Street, Chicago 3, Illinois. A new 35mm film-strip is available on a loan basis entitled, "Trouble in Store," which emphasizes the need for accident prevention. Free loan.

## Visual Aids Projections

(Continued from page 9)

3. Does not require expert operator, although does require some experience.
4. Most modern machines can show both filmstrips and small individual slides.
5. Plenty of prepared slides and filmstrips are available at low costs. (Some are available on a free rental basis.)
6. Some new machines can be used in only a semi-darkened room.
7. Good for daily classroom instruction if adequate selection of materials is available.
8. Its greatest advantage is in the showing of related sequences.
9. Some filmstrips are available with synchronized sound records, but most are dependent upon the commentary of the instructor or the printed material on the film.
10. Relatively reasonable in cost as compared with other machines.
11. Filmstrips or slides present no storage problem.

### Disadvantages

1. Most machines require a darkened room, which creates a ventilation problem in warm weather.
2. Slides and filmstrips are somewhat difficult to prepare, but are easier and cheaper to prepare than motion picture films.
3. The amount that can be shown on any single frame is very limited and is not always readable from the back of the room unless blown up to a large scale with one of the very best projectors.
4. Does not permit drawing or writing on the illustration as it is being shown.
5. Does not show action; synchronized sound has its limitations and problems.
6. If room is too dark, writing and note taking is not possible.

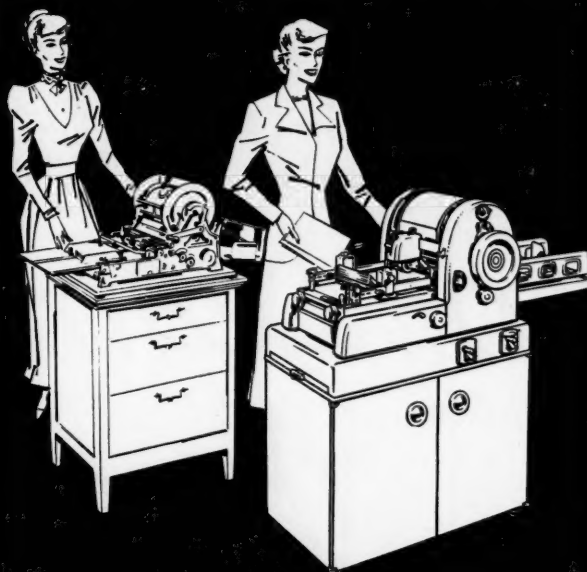
## Motion Pictures

(Continued from page 18)

The series of motion pictures on the duties of the secretary is always well received by advanced dictation and transcription classes. A good time to show these films is toward the end of the first six weeks' period, which has been an intensive period of work for the class. By the end of the six weeks it is time to give these hard-working pupils a glimpse into the end result of all their struggles.

The pupils know about "office style" dictation, but they have not been in the advanced course long enough to have had much introduction to the actual duties of the secretary taking dictation and transcribing the notes. At least three class periods can be spent profitably on short educational motion pictures. The students are told what the motion pictures are about and what to look for especially. After each motion picture has been shown, the class should carry on a lively discussion of what they learned, including what they liked and disliked. As a general summary, each pupil should be asked to write an evaluation of the film.

Many different points impress each pupil. Each discovers details of office procedure heretofore unnoticed, or finds questions which can be answered in discussion. Viewing a film brings the office into the classroom where it can be studied objectively by the future secretaries and clerical workers.



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# UNITED SERVICES

—SHORTHAND

DOROTHY H. VEON, Editor  
MINA H. JOHNSON, Associate Editor

## RANKING AND GRADING THE SHORTHAND CLASS

*Contributed by Edith H. Huggard, DePauw University, Greencastle, Indiana*

Is it possible for teachers to set up such arbitrary and definite standards that they may avoid the feeling that some students may have been marked unfairly? Can teachers establish a degree of proficiency that unquestionably merits an *A*, another that rates a *B*, and so on down the scale? At first thought, those who teach shorthand, where the line between what is correct and what is incorrect is quite clearly drawn, might answer "Yes." Yet, one might doubt that even in this subject can such fine distinctions be drawn.

The fact that shorthand teachers cannot establish a perfect standard and grade with the mechanical precision of a calculating machine does not relieve them of the need to be as sound and as fair as possible in their judgments.

### Transcription—Only Good Test

It is generally agreed among teachers of shorthand that the only worthwhile type of shorthand test is transcription. The transcription material is carefully chosen to suit the accomplishments of the class. In other words, it may range from the very simple at low speeds for the beginning students to the difficult at higher speeds for the advanced students.

Transcription tests are of two types: (a) letter transcription in which the student strives for mailable copy, and (b) speed tests, usually of five minutes' duration, in which he returns as nearly verbatim transcripts as possible. In the former, points are awarded for mailable letters—one point for a short letter (under 100 words), two points for a medium letter (100-200 words), and three points for a long letter. Points may be awarded for each *mailable* letter, doubling those points for each *perfect* letter. Experience shows, however, it is more desirable to have students work for mailable letters only. This teaches them to think about what they are writing and to make sense out of their letters.

The amount of dictated material for each letter-trans-

scription period varies according to the level of the class. Beginning classes would probably not have more than 750 words, while advanced classes might be given as many as 1,500 words. Letters, however, are not dictated at the students' highest rate of speed. The 50-minute transcription period may be divided as follows: five minutes for a warmup on the typewriter, thirty minutes for the transcription itself, and the remaining fifteen minutes for reading the letters and figuring scores.

### Computing Scores

And how are the letter scores computed? Whether a letter is mailable, the student is given credit for the number of words he transcribes. The total number of transcribed words, divided by the number of minutes he transcribed (thirty minutes in our case) gives him his transcription speed. The total number of points earned shows immediately the quality of his work. So here are two indices based on letter transcription—one indicating speed of transcription and one indicating accuracy. His final mark in this phase of the work is based on the total points earned throughout the semester and the total words transcribed.

A third index of a student's worth is obtained by means of the five-minute speed test, which is given once a week after the shorthand theory has been completed. Each student may choose his own speed level, but he is urged to work for the next higher level as soon as he has reached 95 per cent accuracy on any given speed. He is told at the beginning of the semester that his mark on five-minute speed transcription will be based on the three best transcripts he is able to complete during the semester. Unlike his letter transcription scores, this one is not cumulative; it is, rather, an indication of the student's highest speed accomplishment during the semester.

For the fourth index, a full hour's dictation is given at the close of the semester, and the student is allowed unlimited time to transcribe the dictation. The transcription must be done within the classroom, and notes must not be removed from the room. In evaluating these letters, points are awarded for each mailable letter.

Students are then ranked by each of the four criteria.

*(Continued on page 32)*

# UNITED SERVICES

## TYPEWRITING

JOHN L. ROWE, Editor  
DOROTHY TRAVIS, Associate Editor

### REFERENCE BOOKS—A PRIMARY NEED FOR THE MODERN TYPEWRITING CLASSROOM

*Contributed by Sister M. Alexius Wagner, O.P., Edgewood College of the Sacred Heart, Madison, Wisconsin*

The purpose of this article is to describe the most fundamental and valuable books being used as sources of information in the modern typewriting classroom and in the most up-to-date business office and to encourage the use by the teachers, the pupils, and the office employees, of these books. Since there are so many good reference books in use today, it is not possible to list and to describe all of them in this brief article.

Business teachers should find out about the various reference books that are being used in their communities. When this information has been secured, then the teachers should commence the task of acquiring the reference books that are the most widely used in the business offices served by their particular schools.

The pupils will need to be taught how and when to consult each of the reference books. They should be given opportunities to use these books in school so that they will be able to make intelligent use of them on the job. Each week during the semester, the wise teacher will put aside a few minutes of a class period to point out information that is available in one of these reference books. A week could be designated as the "Unabridged Dictionary Week," the next week, "The Secretary's Handbook Week," and so on throughout the semester. A few problems might be given the class each week in order to make certain that each has had the opportunity of using the particular reference being studied that week.

#### Committees for Publicity

Committees could be named for publicity purposes. These committees might be asked to prepare charts, bulletin board displays, and so on for the reference book under discussion during the week. Members of the committee might be able to prepare short papers summing up the outstanding information found in the reference book under scrutiny that particular week. The best of these papers might be dictated to the students at the machines as a class project. These are but a few ideas that could be used in order to focus the attention of the class on the reference books.

As the dictionary holds the undisputed place of importance among reference books for the stenographer and typist, it should be studied first. The teacher of typewriting should teach the pupils that, since dictionaries vary in their make-up, they should note the pecu-

liarities of the dictionary that is being used.

After the dictionary has been given adequate attention, the teacher would do well to acquaint the pupils with the handbooks for secretaries that are popular in the business offices in the area in which the school is located. These handbooks give detailed information on the vast number of duties performed by secretaries today. It would be a splendid idea to permit each pupil in the class to take one of the handbooks out of the classroom for a period of at least twenty-four hours, at the same time holding the pupil responsible for securing some essential information from the handbook.

When the class is prepared to study manuscript-writing, the teacher should see to it that there are several copies of the most-used style reference books available for the use of the pupils. Great stress should be placed on the manual of style used in the colleges and universities in which the majority of pupils are likely to enroll after leaving high school.

An ideal worth striving for would be to have each desk in the typewriting classroom equipped with an abridged dictionary. These dictionaries could be numbered to correspond to the assigned desk numbers. If it is quite impossible to have each desk supplied with an abridged dictionary, then it is imperative that there should be at least one larger dictionary for the use of every five pupils in the class. Another ideal worthy of attention would be to have each desk supplied with a copy of a good reference manual for stenographers and typists.

One reference book that should be given space in this article is a *A Manual of Style* published by the University of Chicago Press. At least one copy of this or a similar style manual should be available for the use of the pupils. Style manuals furnish excellent help for anyone preparing a manuscript for the printers. Over and above what every other manual of style contains, these books give illustrations of the various styles of type and many other important things that one should know before submitting a manuscript to the printer.

Other reference books which should be in the classroom are the city telephone directory, a telephone directory of any large city located within a radius of one hundred miles from the school, a city directory, a good atlas, a geographical dictionary, official postal guide, copies of typewriting textbooks other than the ones used in the class, and any other reference books of special local interest. Reference books are a primary need for the modern typewriting classroom. These books should be stored conveniently and attractively. Most important of all, the teacher should provide many opportunities for students to use them intelligently.



# UNITED SERVICES

## BOOKKEEPING AND ACCOUNTING

HARRY HUFFMAN, Editor  
FRED C. ARCHER, Associate Editor

### TEACHING FLEXIBILITY IN ACCOUNT TITLES

*Contributed by London A. Sanders, Madison College, Harrisonburg, Virginia*

Among the many accounting concepts that students should acquire is the knowledge that there are often two or more methods for accomplishing the same purpose, and that procedures must be consistent with a particular pattern. The teacher should emphasize that there is considerable flexibility in the titles for accounts and that the nature of the accounts must be known before entries can be made.

For example, there are two methods of recording the purchase of office supplies and other prepaid expenses: first, the asset method wherein an asset account is charged at the time of the purchase, and the expired or expense portion is transferred to an expense account by

an adjusting entry at the end of the period; and, second, the expense method wherein an expense account is charged at the time of the purchase, and the inventory portion is transferred to an asset account by an adjusting entry at the end of the period.

The complete sequence of entries under both the asset and expense methods for the transactions dealing with office supplies would be as follows:

Asset Method			
Office Supplies	200.00		
Cash			200.00
To record purchase			
Office Supplies Used	125.00		
Office Supplies			125.00
To adjust on basis of \$75.00 inventory			
Profit and Loss	125.00		
Office Supplies Used			125.00
To close expense account			
No Reversing Entry Necessary			

(Continued on page 32)

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*A cooperative job of  
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The new twentieth edition is another example of the steady, determined program which has continued over a period of almost fifty years with the aid of thousands of teachers who have contributed many helpful suggestions. The research that led to this revision revealed that teachers did not want any radical changes, but wanted certain modifications and improvements. The new twentieth edition contains all these refinements which contribute to easier teaching and easier understanding. Many of the old, popular features have been retained, but many new features have been included, such as the early introduction of a four-column journal with special columns for cash. This single feature adds to the practical nature of the book and simplifies the teaching of debits and credits. New columns are gradually added in developing the recording process.

# UNITED SERVICES

## BASIC BUSINESS

GLADYS BAHR, Editor  
HOWARD M. NORTON, Associate Editor

### HOW SHALL WE EVALUATE THE BASIC BUSINESS PUPIL?

*Contributed by Gladys Bahr, Stephens College, Columbia,  
Missouri*

Evaluation, it is said, is the process of collecting and appraising evidence on the changes of behavior of pupils. Basic business pupils are no different than other pupils. If one is to evaluate the pupils in basic business, one must gather data about the business behavior of the pupil and interpret the changes as evidenced by those data.

Objective tests may be only one form of collecting evidence. Other activities will probably give even more data. For instance, the writing of a business letter or post card ordering some materials to be used in class will be another form of evidence. A reading report of the newspaper and magazine articles on business procedures will give helpful insight. A summary of the movies and TV programs the pupil has seen should be part of the evidence. The personal contact of the pupil with the business world is perhaps the most valuable evidence of all.

The class, with the help of the teacher, may wish to construct a blank form headed, "My Business World for the Week of \_\_\_\_\_." Then there should be appropriate spaces for recording activities of attitudes and observations on: (a.) Readings—books, newspapers, magazines, pamphlets. (b.) Seeing—movies, TV, counter displays, and the like. (c.) Listening—conversations, radio, talks at clubs, church, etc. (d.) Activities—collecting, investigating, shopping, and the like. Then the pupil will have a guide to record the evidence needed for evaluation.

The teacher should be concerned with the growth that the pupil is making. In the case of a subject matter test the teacher has been concerned with the rank of the pupil in his class, or how his class ranks in the school, community or nation. With the evidence collected early in the teacher-pupil relationship, the interests, aptitudes, and attitudes may be determined. As more evidence is acquired, a change may be noticed.

For example, an early reading report from a newspaper may show that the pupil observes and reads only articles headlined "Business." Soon he reads articles classified under the titles of "Education" or "Government" and grasps the implications for business. Or at first he may be thrilled with the announcement of a new product and accept the advertisement wholeheartedly, but later he becomes analytical and is concerned with the cost of the article, its upkeep, its longtime usability.

Attitudes may be evaluated by pretesting and post-testing. An "Inventory of Attitudes" may be scaled as "strongly agree," "tend to agree," "tend to disagree" or "strongly disagree" with each of the statements. Items may be such as these:

1. All nationally advertised brands of goods are excellent products.
2. The more one pays for an article, the better the article.
3. What the big print of a contract gives one, the little print takes away.
4. The life of everyone should be insured.
5. Certificates of stock are always worth something.
6. All canned fruits and vegetables should be graded by the U. S. Department of Agriculture.
7. The more money you have, the happier you will be.
8. Six per cent per annum should be the highest rate charged for loaning any sum of money.
9. All Americans should pay for their own personal or family health care.
10. It is always better to buy a home than to pay rent and have only receipts to show for money spent.

If such an inventory is given at the beginning of the course and then again at the end, it will be a means of evaluating beliefs.

#### Evaluating the Total Personality

Unlike the achievement tests given in workbooks and standardized tests for intellectual ability prepared by the authors of a textbook, evaluation is concerned with all phases of development. Therefore as much evidence as possible is gathered about the ability of a pupil to get along with his classmates and other people, to set up goals and carry them out, to develop work habits of reading, investigating, and expressing oneself orally and in writing. The teacher ought to be concerned with all phases of the total personality and especially with financial growth.

The evaluation should be done not only by the teacher but also by the pupils and, if possible, by the parents. The pupils need from time to time to appraise their own progress. What had they planned to achieve in studying investment, for example? Did they accomplish their objectives? If not, why? Did the deficiency lie with the pupils, the materials, the technique, the teacher or what? How can the procedure and participation be improved? Perhaps in a questionnaire sent to the parents, or during American Education Week when they visit the schools, the adults may help in the evaluating process.

Basic business teachers have long neglected the area of evaluation. A great deal needs to be done. They have been content with evaluating only the ability to retain subject matter which is constantly changing and which will easily be forgotten in the coming weeks and months. They need to examine pupil interests because if the in-

*(Continued on page 31)*

# UNITED SERVICES

## DISTRIBUTIVE OCCUPATIONS

WILLIAM R. BLACKLER, Editor  
JOHN A. BEAUMONT, Associate Editor

### SOURCES OF TRAINING MATERIALS FOR THE DISTRIBUTIVE OCCUPATIONS

*Contributed by Viola L. Thomas, Bureau of Business Education, California State Department of Education, Sacramento, California*

Distributive educators are well acquainted with the principal sources of training materials in the area of the distributive occupations. However, it is valuable to check these well-known sources occasionally for recent publications. Following are titles and price lists of publications which apply both to the adult programs and to the cooperative part-time programs.

**Department of Industrial Education, University of Missouri, Columbia, Missouri**

Study guides or students' manuals for cooperative part-time classes in specific occupations issued by the University of Missouri are: Farm Store (Retail)—\$1.25; Florist—\$1; Food Service—\$1.25; Furniture Retailing—\$1; Grocery Store (revised)—\$1; Hotel Management—\$1; Ladies Ready-to-Wear (revised)—\$1.25; Men's Clothing—\$1; Office Work (revised)—\$1.50; Service Station (revised)—\$1; Shoe Retailing—\$1; and Variety Store—\$1. A teacher's key for each of the above guides is available at 25 cents a copy.

**Simmons College, Prince School of Retailing, 49 Commonwealth, Boston 16, Massachusetts**

Some of the newer publications issued by Simmons College are: A Handbook for Discussion Leaders—50c; Selling Situations—25c; Comments on Selling Situations—25c; Human Relations in Retailing—35c; and Store Arithmetic—60c.

**New York University School of Retailing, Washington Square, New York 3, New York**

Some of the publications released by New York University are: A Retail Book List (1944) by Alfred Sessa—30c; Aids to Teachers of Retailing (1945) by Jack D. Weiner—\$1.25; Arithmetic Review for Retail Training Groups, by Jennie S. Graham—75c; Buyer's Meetings, by Irma M. Thorman—75c; Selling the Right Hat, by Amelia Klepp—\$1.50; and The Value of Intra-Store Television as a Sales Promotion Medium, by Hilda Jonas, Lawrence C. Lockley and Howard M. Cower—\$1.50.

**Research Bureau of Retail Training, University of Pittsburgh, Pittsburgh, Pennsylvania**

Handbooks available from the University of Pittsburgh include: A Guide to Retail Employee Communications—\$1; Mathematics of Merchandising—\$2.50;

Housekeeping Handbook—\$5; Psychological Tests for Retail Store Personnel—\$1; Shoe Survey—50c; Millinery Survey—50c; Blouse Survey—\$1; Men's Wear Survey—\$1; and Shopping Hours Survey—\$1.

**Vocational Industrial Education, University of Alabama, University, Alabama**

Study guides issued by the University of Alabama are: Banking (383)—\$1.50; Basic Salesmanship (659)—40c; Drug Store Management (377)—\$1.25; Dry Goods and Notions (380)—\$1; Fitting and Selling Shoes (470)—\$1.50; Floral Merchandising and Designing (836)—\$1; Furniture Store Management (479)—75c; Grocery Merchandising (382)—\$2.25; Selling Men's Hats (646)—75c; Limited-Price Variety Store Merchandising (863)—\$2.50; Merchandising Presentation (862)—\$2.50; Real Estate Management (581)—\$1; Restaurant Management (387)—75c; Retail Hardware Sales and Management (615)—\$1.75; Selling Cosmetics (666)—\$1; Selling Life Insurance (465)—\$1.75; Selling Men's Hosiery, Handkerchiefs, etc. (730)—75c; Selling Men's Knitted and Woven Underwear (734)—75c; Selling Men's Shirts (680)—75c; Selling Men's Shoes (644)—\$1; Selling Men's Slacks, Sport Coats, etc. (753)—75c; Selling Men's Sleeping Garments (668)—75c; Selling Men's Ties (669)—75c; Selling Toys (681)—\$1; Selling Women's Wear (512, Part I, Dresses)—\$1.50; (545, Part II, Coats and Suits)—\$1.25; (604, Part III, Accessories)—\$1; Service Selling and Waitress Training (478)—35c; Service Station Management (312)—\$1.50; Silverware, Merchandising of (622)—75c; Stationery, Merchandising of (737)—60c; Stockkeeping (664)—\$1; Store Management (384)—75c; Store Salesmanship (483)—\$1.25; Wholesale Drug Operation (469)—\$1.75; Wholesale Hardware (509)—\$2.50; Study of Fashion (432)—35c; Study of Textile (430)—35c; Food Sanitation and Service (828)—75c; and Training for Variety Stores (901)—75c.

**University of Texas, Division of Extension, Industrial and Business Training and Texas Education Agency, Vocational Division, Austin, Texas**

Adult instructional materials issued by the University of Texas are: Stockkeeping—75c; Merchandise Information—50c; Retail Arithmetic—75c; Advertising and Display—60c; Public Relations for Retail Employees—\$1.50; Let's Analyze and Sell—\$1.50; Grocery Checking Procedures, Part I and II—\$3; Retail Credit Procedures—\$1.25; and Customer Service in Beauty Shops—50c.

Supervisory manuals issued by the University of Texas are: Personnel Organization—50c; Selection and Placement of Personnel—50c; Personnel Supervision—50c;



# UNITED SERVICES

## DISTRIBUTIVE OCCUPATIONS

Techniques of Job Analysis—60c; and How to Supervise Employees—\$1.50.

The following departmental cooperative part-time manuals for individual assignments for different individuals who work in different businesses are available: Hardware and Housewares—\$1.25; Retail Credit Fundamentals—50c; Drugs and Cosmetics—50c; Infant's Wear—50c; Interior Decorating—50c; Men's Wear—50c; Basic Textile Information—25c; Textile Accessories—Blouses, Neckwear, and Handkerchiefs—50c; Store Arithmetic—50c; Effective Selling in a Dress Department—50c; Shoe Manual—50c; Stockkeeping—50c; Store Organization—50c; Junior Department Store Operation—50c; Housewares—50c; Grocery Manual—50c; Advertising—25c; Toiletries Manual—\$1.25; Notions Manual \$1.25; and Personal Appearance and Hygiene—\$1.25.

Bureau of Business Education, California State Department of Education, Sacramento, California

The following publications are not for sale, but are available on a loan basis from state supervisors of distributive education and state libraries, both having re-

ceived complimentary copies of each publication.

Leader's guides for adult programs: #22, Sales Personality Training; #24, How to Organize and Operate a Small Business; #27, Successful Retail Selling; #32, Business Conference Leading; #37, Job Relations Training; #41, Job Instruction Training; #42, Electric Appliance Selling Techniques; #46, Grocery Merchandising (2 volumes); #48, Food Handling and Sanitation for Commercial Establishments; #49, Selling in a Buyer's Market; #50, Leadership in Business Supervision; #51, Dairy Route Salesman Training; #59, Selling Banking Service; #65, Christmas Sales Training; #66, Creative Selling; and #67, Variety Store Selling.

Cooperative part-time materials: #26, Secondary School Cooperative Retail Training; #31, Retail Merchandising (2 volumes); #34, Fundamentals of Salesmanship; #53, Techniques of Merchandise Analysis for Salespeople; #55, Specialized Course Outlines in Distributive Education; #56, Making Maximum Use of the Retail Training Laboratory; #57, Human Relations in Retailing; #61, Retail Merchandising Problems; #63, Course Outlines in Cooperative Retail Training; and #64, Projects in Retail Selling.

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ERWIN M. KEITHLEY, Editor  
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### BUSINESS EXECUTIVES MEET PROSPECTIVE EMPLOYEES

*Contributed by Inez Ahlering, Reitz High School, Evansville, Indiana*

Does business gain anything from the field trips that are made to offices? Are such trips worth the time that executives give to plan the visit for the group of high school boys and girls? Should important work be delayed just to escort a group of young people through the office to discuss work that is being done, to explain the organization of the office, and to answer numerous questions? An appreciation of the part business plays in everyday life, that people engaged in various kinds of occupations and organizations are essential in our economic world, that everyone's part, even though small, is important to the success of any establishment, are understandings that are gained by pupils who are privileged to make field trips.

Are field trips to business offices actual learning experiences for high school pupils? This is a fair question. Businessmen as well as teachers are interested in the value of such trips. Contacts with business by students whose goal is office work are valuable. To see people at work, to observe office organization and routine, to see office machines—some of which are not available in high schools because of cost—to sense the "busy-ness," yet friendliness, that pervades the efficient office, to know that office space is valuable, to learn that businessmen and women are willing to give their time to high school pupils, to see the private and department offices—these learning experiences are understood best by actual observation in offices.

Field trips pay dividends to business executives in more than one way. Points of emphasis in the various courses and details of office procedure will approach more closely actual business practices when teachers as well as pupils observe offices. The better the background of business information and skills that the beginning worker has, the less on-the-job learning will be necessary. The office trip gives "business meaning" to numerous operations that are required in school courses; pupils realize that the various details fit into a complete picture and that everyone in the office has a contribution to make. One girl who visited an office said, "I learned more than I could read in books." Another remarked, "It was the first time I was ever in a large office." Such observations indicate that office visits make vivid impressions.

That records are checked for accuracy, that employees have opportunities for promotion within the office, that

files are basic and planned for particular office needs, that business papers occupy an important place, that employees even invent devices to improve their own efficiency are some of the observations that point to a better-informed beginner that the executive will welcome to his office.

On one visit made by Reitz High School students, the group was in the plant at the noon hour when employees were punching the time clock. This procedure attracted much attention, and each pupil had to wait to see the complete operation. That time is important and that punctuality is a requisite in business were impressed upon those pupils. Field trips do provide valuable experiences for the would-be office employee.

Field trips help bridge the gap between school and office. A better-prepared beginner resulting in a decrease in in-service learning of the new employee will enhance the production of the office. Executives prefer to employ experienced workers because they feel that some of the "rough edges" have been worn off. Some factors of inexperience will be reduced through the observation of "offices at work" by prospective office employees. It is an advantage to business to see high school pupils who are preparing for office work and to encourage them to apply for jobs when their education is completed.

A tabulation of the comments of pupils who make field trips shows that offices do provide impressive and efficient learning experiences for future office workers. Such visits to offices supplement classroom teaching in the most effective manner. The better informed the beginner, the more intelligent is the worker. The better educated the beginner, the more efficient is the office. To reduce time given to orientation and in-service learning would be economy. Field trips should contribute to increased efficiency through better-prepared and happier beginners.

#### Basic Business

*(Continued from page 28)*

terest of the pupil is known, he may be inspired to learn better in his particular area. He will probably enter that related area of occupation, and he will spend much of his income along the line of interest. Perhaps, too, the basic business student has progressed farther in many areas such as self direction, work habits, and personality development, although he does not rank high in subject achievement tests.

Much remains to be done in the meaning and importance of evaluation, of procedures for developing an evaluating program and techniques, and then interpreting and using the evaluation data.

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### Shorthand

(Continued from page 25)

It is found frequently that the person who ranks high in one phase of the work will also rank high in the others. Seldom does one who ranks close to the top of his class in one phase of the work fall down in another phase.

### Converting to Letter Grades

Obviously these four ranks must be evaluated and converted into a single letter mark for the student's semester grade. This conversion may be effected in several ways. If no part of the work is to be weighted, a simple average of the ranks for each student will give him his final rank within the class. Or, if the shorthand teacher wishes to stress one phase of the work more than another—accuracy, for instance—that phase may be weighted by adding in the accuracy rank twice before striking an average.

By reducing all the facets of the course into a single rank, one can see at a glance the relative position of each student within his class. Natural breaks in ranked scores will provide divisions to which letter grades may be assigned.

Such a method of ranking and grading assures the teacher that he has been as fair and unbiased in grading as it is humanly possible to be.

It sounds like a great deal of work. Yes, it does entail a little work, perhaps, but how soundly one sleeps when marks are all in!

### Bookkeeping

(Continued from page 27)

#### Expense Method

Office Supplies Expense .....	200.00	
Cash .....		200.00
To record purchase		
Office Supplies Inventory .....	75.00	
Office Supplies Expense .....		75.00
To record \$75.00 inventory		
Profit and Loss .....	125.00	
Office Supplies Expense .....		125.00
To close expense account		
Office Supplies Expense .....	75.00	
Office Supplies Inventory .....		75.00
To reverse the adjusting entry		

A new employee working on a set of books unfamiliar to him may look for similar transactions of the past to determine the plan used in a particular situation. If his prior education has included alternate procedures, he will be able to grapple with any situation without confusion or mental upset. The employee's total adjustment to the new job is accomplished much more easily to the mutual profit of the worker and the employee.

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